

Grade 7 Social Studies (Geography)

Social Studies Curriculum Framework

Revised 2014

Grade 7 Social Studies

Course Focus and Content

In Grades K-6, students develop skills and foundational knowledge in geography as well as civics, economics, and history. Grade 7 Social Studies provides a study of both physical and human geography of the world through a geographic lens. As students study the continents and regions across the globe, they will learn about the historic, cultural, economic, and political development as well as interconnections that occur in both human and physical systems of each area. During this study, students will develop the perspective of a global citizen, understanding that global-scale issues and problems are resolved through extensive collaboration among the world's peoples, nations, and economic organizations. Geographic inquiry helps students understand and appreciate their own place in the world and fosters curiosity about Earth's wide diversity of environments and cultures. Geography requires using spatial and environmental perspectives, asking and answering questions about global interconnections and spatial patterns, and applying geographic skills and tools. Creating maps and other geographic representations promotes the inquiry process and can be useful in making decisions and solving problems. This course helps students understand that thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes influencing our daily lives.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. Grade 7 Social Studies is required by the Standards for Accreditation.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
World in Spatial Terms	
	1. Students will interpret spatial information using geographic representations.
	2. Students will analyze the spatial organization of people, places, and environments on Earth's surface.
	3. Students will analyze regions created through cultural, human, and physical characteristics.
	4. Students will apply geographic skills and tools to interpret the past, the present, and plan for the future.
Human Systems	
	5. Students will analyze the demographics and migration of human population and settlement over time.
	6. Students will evaluate the characteristics, distribution, and complexity of cultural regions.
	7. Students will analyze patterns and networks of economic interdependence among regions.
	8. Students will analyze causes and effects of cooperation and conflict among people.
Environment and Society	
	9. Students will analyze the interactions between humans and the environment.
	10. Students will evaluate patterns of change and continuity in the distribution and consumption of resources.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. The examples given (e.g.,) are suggestions to guide the instructor.
3. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
4. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.6-8 = Dimension 2.History.1st K-12 Pathway.Grades 6-8
5. The course strands, content standards, and the SLEs are not meant to be taught in chronological order or in isolation.
6. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: World in Spatial Terms

Content Standard 1: Students will interpret spatial information using geographic representations.

		CCSS ELA- Literacy Alignment	C3 Alignment
WST.1.7.1	Evaluate the characteristics, functions, advantages, and disadvantages of various <i>geographic representations</i> and <i>geospatial technologies</i> for analyzing <i>spatial patterns</i> and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)	R.CCR.2, 5, 6 SL.CCR.1, 2	D1.5.6-8 D2.Geo.2.6-8 D3.1.6-8
WST.1.7.2	Construct <i>geographic representations</i> for the purpose of asking and answering specific geographic questions	W.CCR.2, 9 SL.CCR.2, 5	D1.1, 5.6-8 D2.Geo.1, 3.6-8
WST.1.7.3	Explain relationships between <i>places</i> and <i>regions</i> using <i>geographic representations</i>	R.CCR.2, 4 W.CCR.2, 9 SL.CCR.1, 2, 4, 5	D2.Geo.2, 3.6-8 D2.His.1.6-8
WST.1.7.4	Analyze how environmental and <i>cultural characteristics</i> of <i>places</i> and <i>regions</i> have changed over time	R.CCR.2, 4, 7 W.CCR.7, 9 SL.CCR.2, 4	D2.Geo.1, 2, 3, 4.6-8 D2.His.2.6-8

Strand: World in Spatial Terms

Content Standard 2: Students will analyze the spatial organization of people, places, and environments on Earth's surface.

		CCSS ELA- Literacy Alignment	C3 Alignment
WST.2.7.1	Construct visual and written explanations of the <i>spatial organization</i> and <i>spatial patterns</i> of people, <i>places</i> , and environments	W.CCR.2, 4, 9 SL.CCR.2, 4, 5	D2.Geo.1, 2, 3, 4, 5.6-8 D4.2.6-8
WST.2.7.2	Compare <i>spatial connections</i> among people, <i>places</i> , and their environments over time	R.CCR.2, 3, 7 W.CCR.2, 7, 9 SL.CCR.1, 2	D2.Geo.2, 4, 6, 7.6-8 D2.His.2, 3.6-8 D4.2.6-8
WST.2.7.3	Use <i>spatial data</i> to answer questions and resolve problems about patterns reflecting physical and human phenomena	R.CCR.1, 2, 4, 7 W.CCR.2, 7, 9 SL.CCR.1, 2, 4, 5	D1.3.6-8 D2.Geo.2, 5, 8, 12.6-8 D3.3.6-8

Strand: World in Spatial Terms

Content Standard 3: Students will analyze regions created through cultural, human, and physical characteristics.

		CCSS ELA- Literacy Alignment	C3 Alignment
WST.3.7.1	Analyze the combinations of physical and human characteristics that make <i>places</i> and <i>regions</i> similar to and different from other <i>places</i> and <i>regions</i>	R.CCR.1, 2, 3, 7 W.CCR.2, 7, 9 SL.CCR.1, 2, 4	D2.Geo.5, 6.6-8
WST.3.7.2	Analyze perceptions people have of <i>places</i> and <i>regions</i> around the world based on direct experiences (e.g., living in a <i>place</i> , travel) and indirect experiences (e.g., media, books, family, friends)	R.CCR.3, 6 SL.CCR.2, 3	D2.His.4.6-8 D3.2.6-8

Strand: World in Spatial Terms

Content Standard 4: Students will apply geographic skills and tools to interpret the past, the present, and plan for the future.

		CCSS ELA- Literacy Alignment	C3 Alignment
WST.4.7.1	Explain physical and cultural changes in <i>places</i> and <i>regions</i> over time using a variety of sources including <i>geographic representations</i> (e.g., boundaries, languages, beliefs, climate, technology, migration)	R.CCR.1, 2, 3, 7 W.CCR.2, 9 SL.CCR.2, 4	D2.Geo.2, 3, 6, 7.6-8 D2.His.5.6-8 D4.2.6-8
WST.4.7.2	Analyze the influence of geography on current events, issues, and in planning for the future using a variety of sources including <i>geographic representations</i> and available <i>geospatial technology</i>	R.CCR.1, 2, 3, 7 W.CCR.2, 9 SL.CCR.2, 4	D2.Geo.2, 6.6-8 D4.6.6-8

Strand: Human Systems

Content Standard 5: Students will analyze the demographics and migration of human population and settlement over time.

		CCSS ELA- Literacy Alignment	C3 Alignment
HS.5.7.1	Examine the variations of populations in different <i>places</i> and <i>regions</i> using <i>demographics</i>	R.CCR.1, 2, 7 W.CCR.2, 9 SL.CCR.2, 4	D2.Geo.5, 6.6-8
HS.5.7.2	Analyze <i>spatial patterns</i> and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, <i>push- pull-factors</i>)	R.CCR.1, 2, 3, 7 W.CCR.2, 7, 9 SL.CCR.2, 4	D2.Geo.8, 12.6-8

Strand: Human Systems

Content Standard 6: Students will evaluate the characteristics, distribution, and complexity of cultural regions.

		CCSS ELA- Literacy Alignment	C3 Alignment
HS.6.7.1	Examine the <i>cultural characteristics</i> of various <i>regions</i> (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)	R.CCR.1, 2 W.CCR.7, 9 SL.CCR.2	D2.Geo.6, 10.6-8 D2.Hist.4.6-8
HS.6.7.2	Analyze reasons for and effects of <i>cultural diffusion</i> , <i>cultural convergence</i> , and <i>cultural divergence</i> in and across various <i>regions</i>	R.CCR.1, 3, 6, 9 W.CCR.2, 7, 9 SL.CCR.2, 4	D1.2.6-8 D2.Geo.7, 9.6-8 D2 His.5.6-8

Strand: Human Systems

Content Standard 7: Students will analyze patterns and networks of economic interdependence among regions.

		CCSS ELA- Literacy Alignment	C3 Alignment
HS.7.7.1	Explain <i>primary, secondary, tertiary, and quaternary economic activities</i>	R.CCR.2, 4 W.CCR.2, 9 SL.CCR.2, 4	D2.Eco.3.6-8
HS.7.7.2	Compare advantages and disadvantages of one location over another in the access to <i>factors of production</i> (e.g., human resources, natural resources, capital resources, entrepreneurship)	R.CCR.1, 2 W.CCR.2, 7, 9 SL.CCR.2, 4	D2.Geo.11.6-8 D2.Eco.3.6-8 D2.His.1.6-8
HS.7.7.3	Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among <i>regions</i> (e.g., regional, global)	R.CCR.1, 2, 3 W.CCR.2, 7, 9 SL.CCR.2, 4	D1.2.6-8 D2.Geo.7.6-8

Strand: Human Systems

Content Standard 8: Students will analyze causes and effects of cooperation and conflict among people.

		CCSS ELA- Literacy Alignment	C3 Alignment
HS.8.7.1	Examine physical and human characteristics that influence the division and control of Earth's surface (e.g., resources, land use, ethnicity, national identities)	R.CCR.1, 2, 3 W.CCR.2, 7, 9 SL.CCR.2, 4	D2.Geo.5, 8, 9.6-8 D2.His.3.6-8
HS.8.7.2	Explain levels of cooperation among people in various <i>places</i> and <i>regions</i> who solve human and environmental issues	CCRA.1, 2, 3 W.CCR.2, 7, 9 SL.CCR.1, 2, 4	D2.Civ.9, 14.6-8 D2.Geo.9.6-8
HS.8.7.3	Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources)	R.CCR.1, 2, 3, 6, 9 W.CCR.2, 7, 8, 9 SL.CCR.2, 3, 4	D2.Geo.8.6-8 D2.His.14.6-8 D3.3.6-8 D4.2.6-8

Strand: Environment and Society

Content Standard 9: Students will analyze the interactions between humans and the environment.

		CCSS ELA- Literacy Alignment	C3 Alignment
ES.9.7.1	Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)	R.CCR.1, 2, 3 W.CCR.2, 7, 9 SL.CCR.2, 4	D2.His.14.6-8 D2.Geo.2, 8.6-8
ES.9.7.2	Describe symbiotic relationships between humans and their physical environments	R.CCR.1, 2 W.CCR.2, 9 SL.CCR.1, 2, 4	D2.Geo.6.6-8 D4.2.6-8
ES.9.7.3	Analyze positive and negative consequences of human changes on the physical environment	R.CCR.1, 2 W.CCR.2, 7, 9 SL.CCR.1, 4	D2.Geo.9.6-8 D2.His.3.6-8
ES.9.7.4	Examine human induced changes in one <i>place</i> or <i>region</i> and its effects on other <i>places</i> or <i>regions</i> (e.g., flood control, deforestation, factories, electric power generation)	R.CCR.1, 2, 3, 7 W.CCR.2, 7, 9 SL.CCR.2, 4	D2.Geo.4, 9, 12.6-8 D2.His.2.6-8

Strand: Environment and Society

Content Standard 10: Students will evaluate patterns of change and continuity in the distribution and consumption of resources.

		CCSS ELA- Literacy Alignment	C3 Alignment
ES.10.7.1	Explain how culture has influenced decisions about the use of resources over time	R.CCR.1, 2, 3 W.CCR.2, 7, 9 SL.CCR.1, 2, 4	D2.Eco.1.6-8 D2.Geo.4.6-8 D2.His.14.6-8 D4.2.6-8
ES.10.7.2	Examine physical and human processes that influence formation and <i>sustainability</i> of resources	R.CCR.1, 2, 3, 7 W.CCR.2, 7, 9 SL.CCR.2, 4	D2.His.1, 2.6-8
ES.10.7.3	Evaluate the <i>sustainability</i> of resources achieved through civic actions	R.CCR.1, 2, 3, 7 W.CCR.2, 7, 9 SL.CCR.2, 3, 4	D2.Civ.14.6-8 D2.Eco.2.6-8 D4.6.6-8

Glossary for Grade 7 Social Studies

Cultural characteristic	Specific idea, beliefs system, or pattern of behavior that characterizes a society or a culturally distinct social group (e.g., cultural characteristics are expressed in celebrations, national holidays, housing types, child-rearing methods, clothing styles, food preferences)
Cultural convergence	Tendency of certain societies to become more similar
Cultural diffusion	Spread of cultural elements from one culture to another
Cultural divergence	Tendency of certain societies to become less similar with time
Demographic	Concept or idea relating to the structure of populations; the factor by which population is broken down (e.g., birth and death rate, race, ethnicity, age, gender)
Factors of Production	Input used in the production of goods and services, including land, labor, capital, and entrepreneurship
Geographic representation	Any visualization depicting cultural traits or physical features across a defined geographic space (e.g., traditional maps, aerial photographs, remotely sensed images, topologically-integrated networks, or digitally-rendered spatial data in a geographic information system [GIS])
Geospatial technology	Computer hardware and software with which users analyze and represent geographic data at infinitely varied levels; includes technologies related to mapping and interpreting physical and human features on Earth's surface (e.g., global positioning systems, geographic information systems, remote sensing)
Place	Location having distinctive characteristics that gives it meaning and character and distinguishes it from other locations
Primary economic activity	Production of naturally existing or culturally improved resources (e.g., agriculture, ranching, forestry, mining, fishing)
Push- pull-factor	Social, political, economic, and environmental force that drives people away from their previous location to search for new ones – push-factor; Social, political, economic, and environmental attraction of new areas that draw people away from their previous location – pull-factor
Quaternary economic activity	Economic activity involving the collection, processing, and distribution of information (e.g., marketing; scientific research; information technology; advertising)
Region	Area with one or more common physical or cultural characteristics or features that give it a measure of homogeneity and make it different from surrounding areas
Secondary economic activity	Conversion of raw materials from the primary economic sector into finished industrial product (e.g., manufactured goods; oil refining; construction; ship building)
Spatial connection	Contact resulting in flow of ideas, information, people, or products among places
Spatial data	Information used to pose, analyze, and resolve problems about patterns on the Earth's surface that reflect physical and human processes
Spatial organization	Arrangement and positioning of various human and physical phenomena on Earth's surface
Spatial pattern	Systematic arrangement of various physical and human phenomena on Earth's surface
Sustainability	Method of using a resource so that the resource is not depleted or permanently damaged
Tertiary economic activity	Provision of services to the general population; service industries (e.g., banking, retailing, education, law enforcement, entertainment)

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