



# Indiana Academic Standards Correlation Guide Grade 7

**Indiana Department of Education**

**College and Career Readiness**

## GRADE 7 STANDARDS – 2007

### **Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific**

*Students in Grade 7 study the regions and nations of Africa, Asia and the Southwest Pacific, including historical, geographical, economic, political and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand and Oceania).*

*The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation in a democratic society, including the examination of Individuals, Society and Culture, are integrated throughout. Specific terms are defined and examples are provided when necessary.*

#### **Standard 1 — History**

Students will examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

#### **Standard 2 — Civics and Government**

Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

#### **Standard 3 — Geography**

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities and will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

#### **Standard 4 — Economics**

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

## GRADE 7 STANDARDS - 2014

### **Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific**

*Students in seventh grade explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.*

*The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.*

#### **Standard 1 — History**

Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

#### **Standard 2 — Civics and Government**

Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.

#### **Standard 3 — Geography**

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

#### **Standard 4 — Economics**

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

## GRADE 7 CORRELATION

## GRADE 7 STANDARDS – 2007

## GRADE 7 STANDARDS - 2014

Standard 1 — History Students will examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments	Standard 1 — History Students examine the major movements, events and figures that contributed to the development of Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments
<p><b>Historical Knowledge</b></p> <p><b>Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.</b></p> <p><b>7.1.1</b> Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia. <b>Example:</b> Nile, Tigris, Euphrates, Huang He and Indus River Valley (Individuals, Society and Culture)</p> <p><b>7.1.2</b> Describe the achievements of ancient Egypt in art, architecture, religion and government and the development of the concept of theocracy*. (Individuals, Society and Culture)</p> <p><b>7.1.3</b> Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics and Chinese calligraphy. (Individuals, Society and Culture)</p> <ul style="list-style-type: none"> <li>• theocracy: government by priests or a monarch presumed to be divine</li> </ul> <p><b>The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)</b></p> <p><b>7.1.4</b> Describe the historical origins, central beliefs and spread of major religions. (Individuals, Society and Culture) <b>Example:</b> Hinduism, Buddhism, Confucianism, Judaism, Christianity and Islam</p> <p><b>7.1.5</b> Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali and Songhai, and the importance of political and trading centers, such as Timbuktu.</p> <p><b>7.1.6</b> Explain the importance of early trade routes in the eastern Mediterranean, South Asia and China, including the early Silk Road.</p> <p><b>7.1.7</b> Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, and scientific and cultural contributions to other cultures of the time. (Individuals, Society and Culture)</p> <p><b>7.1.8</b> Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific.</p> <p><b>7.1.9</b> Trace the rise, spread and influence of the Mongols including the Mughal control of South Asia.</p>	<p><b>Historical Knowledge</b></p> <p><b>Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.</b></p> <p><b>7.1.1</b> Identify and explain the conditions that led to the rise of early river valley civilizations* and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies.</p> <ul style="list-style-type: none"> <li>• <b>River Valley Civilizations:</b> Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)</li> </ul> <p><b>The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)</b></p> <p><b>7.1.2</b> Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. <b>Example:</b> Hinduism, Buddhism, Judaism, Christianity and Islam</p> <p><b>7.1.3</b> Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.</p> <p><b>7.1.4</b> Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.</p> <p><b>7.1.5</b> Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.</p> <p><b>7.1.6</b> Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.</p> <p><b>7.1.7</b> Trace the rise, spread and influence of the Mongols.</p>

## GRADE 7 CORRELATION

## GRADE 7 STANDARDS – 2007

### Major Civilizations, States and Empires: 300 – 1650

**7.1.10** Describe the development of political institutions, agriculture and environment, technology, the arts, and commerce of various dynasties in China. (Individuals, Society and Culture)

**Example:** Song and Ming dynasties, the Mandate of Heaven and the dynastic cycle

**7.1.11** Explain how Japan became increasingly independent of earlier Chinese influences, developing its own political, religious, social and artistic traditions. (Individuals, Society and Culture)

**Example:** Feudalism, shogunate and court life

### Exploration, Conquest and Post-Colonial States: 1500 to the Present

**7.1.12** Describe worldwide voyages of exploration and discovery.

**Example:** The voyages of the Ming dynasty, Marco Polo and Ibn Battuta

**7.1.13** Explain the reasons for European colonization of Africa, Asia and the Southwest Pacific.

**Example:** Portuguese in Angola and Mozambique; British in South Africa, India and the Middle East; French in West Africa; Germans in Cameroon and East and Southwest Africa; and the Dutch in the West Indies

**7.1.14** Describe and compare the responses of the indigenous people of India, South Africa and China to European imperialism. (Individuals, Society and Culture)

**7.1.15** Describe the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

**7.1.16** Identify and describe historical events in the Middle East since the end of World War II.

**Example:** The partition of Palestine (1948), the Suez Canal crisis (1956) and the formation of Organization of Petroleum Exporting Countries (OPEC, 1960)

**7.1.17** Describe the impact of industrialization\*, urbanization\* and globalization\* in post-colonial South Africa, India, Japan, China and Kenya. (Individuals, Society and Culture)

## GRADE 7 STANDARDS - 2014

### Major Civilizations, States and Empires: 300 – 1650

**7.1.8** Describe the rise, contributions, and decline of the Chinese dynasties.

**Example:** The dynastic cycle and the influence of Confucianism

**7.1.9** Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own

political, religious, social and artistic traditions.

**Example:** Feudalism, shogunate court life, samurai culture

### Exploration, Conquest and Post-Colonial States: 1500 to the Present

**7.1.10** Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

**Example:** The voyages of the Ming dynasty, and Ibn Battuta

**7.1.11** Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.

**7.1.12** Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.

**7.1.13** Identify and explain the significance of historical events in the Middle East since the end of World War II.

**Example:** The partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present)

## GRADE 7 CORRELATION

## GRADE 7 STANDARDS – 2007

**7.1.18** Identify and describe recent conflicts and political issues between nations or cultural groups. (Individuals, Society and Culture)

**Example:** Sudan (Darfur) and North and South Korea

- industrialization: a process of social and economic change whereby society is transformed from a pre-industrial state to an industrial one
- urbanization: a process in which there is an increase in the percentage of people living/working in urban places as compared to rural places
- globalization: when available goods and services, or social, political, cultural and technological influences become similar in all parts of the world

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

**7.1.19** Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

**Example:** China, Japan, India and South Africa from 1950 to the present

**7.1.20** Draw on visual, literary and musical sources to describe the development and transmission of culture over time. (Individuals, Society and Culture)

**Example:** The travels of Marco Polo, slave trade, Japanese colonization and European colonization in Africa

**7.1.21** Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

**Example:** Independence movements in South Africa and India and the settlement of Australia

**7.1.22** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

**7.1.23** Compare perspectives of history in Africa, Asia and the Southwest Pacific using fictional and nonfictional accounts.

**7.1.24** Formulate historical questions and use a variety of information resources\* to find, summarize and evaluate historical data on the people, places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.

**Example:** Collect and summarize data on maps, graphs or spreadsheets showing settlement patterns, growth and industrial development in China.

- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## GRADE 7 STANDARDS - 2014

**7.1.14** Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.

**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**

**7.1.15** Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

**7.1.16** Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

**7.1.17** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

**7.1.18** Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources

## GRADE 7 CORRELATION

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<p align="center"><b>Standard 2 — Civics and Government</b></p> <p align="center">Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.</p>	<p align="center"><b>Standard 2 — Civics and Government</b></p> <p align="center">Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and roles of citizens.</p>
<p><b>Foundations of Government</b></p> <p><b>7.2.1</b> Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. <b>Example:</b> Australia, India and South Africa</p> <p><b>7.2.2</b> Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa and China.</p> <p><b>Functions of Government</b></p> <p><b>7.2.3</b> Using a variety of information resources*, describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or have protected citizens and their civil and human rights.</p> <p><b>7.2.4</b> Identify the functions of international organizations in Africa, Asia and the Southwest Pacific. <b>Example:</b> Organization of Petroleum Exporting Countries (OPEC), African Union (AU), Association of Southeast Asian Nations (ASEAN), The World Bank and the International Court of Justice</p> <p><b>Roles of Citizens</b></p> <p><b>7.2.5</b> Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific. <b>Example:</b> Compare methods of voting, participation in voluntary organizations and participation in government in Japan, China, South Africa, Egypt and Australia.</p> <ul style="list-style-type: none"> <li>information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations</li> </ul>	<p><b>Foundations of Government</b></p> <p><b>7.2.1</b> Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. <b>Example:</b> Australia, India and South Africa</p> <p><b>7.2.2</b> Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. <b>Examples:</b> Japan, North Korea, India, South Africa, and China</p> <p><b>Functions of Government</b></p> <p><b>7.2.3</b> Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.</p> <p><b>7.2.4</b> Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p> <p><b>Roles of Citizens</b></p> <p><b>7.2.5</b> Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.</p>

## GRADE 7 CORRELATION

## GRADE 7 STANDARDS – 2007

### Standard 3 — Geography

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities and will use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

#### The World in Spatial Terms

**7.3.1** Identify and locate on maps the countries of Africa, Asia and the Southwest Pacific.  
**Example:** China, North and South Korea, South Africa, Iran, Iraq, Afghanistan, and India

**7.3.2** Locate capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems\* and Geographic Information Systems\*.

**Example:** Cape Town, Lagos, Beijing, Tokyo, Seoul, Pyongyang, Tehran, Islamabad and New Delhi

- Global Positioning Systems (GPS): a system of satellites and ground stations used to locate precise points on the surface of the Earth
- Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate and display a wide range of geographic information

#### Places and Regions

**7.3.3** Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.

**Example:** Political changes, population and migration patterns, trade routes, land usage, and industries

**7.3.4** Identify and describe major physical characteristics\* of regions in Africa, Asia and the Southwest Pacific.

**Example:** The Sahara Desert, Nile River Basin, Congo Basin, North China Plain and the Syrian Desert

## GRADE 7 STANDARDS - 2014

### Standard 3 — Geography

Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.

#### The World in Spatial Terms

**7.3.1** Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific

**7.3.2** Formulate a broad understanding of the location of capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.

#### Places and Regions

**7.3.3** Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.

**7.3.4** Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation

## GRADE 7 CORRELATION

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### Physical Systems

**7.3.5** Explain how ocean currents and winds influence climate differences in Africa, Asia and the Southwest Pacific and explain how they are adapted through industry, agriculture and housing.

**7.3.6** Compare climate regions of Asia, Africa and the Southwest Pacific and explain why they differ.

**Example:** Desert, tropical, semiarid and subtropical

**7.3.7** Give examples and describe the formation of important river deltas, mountains and bodies of water in Africa, Asia and the Southwest Pacific.

**Example:** Volcanic mountain formations in Japan, Yangtze River Delta in China, Indus River Delta, Lake Victoria and Victoria Falls

**7.3.8** Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia.

**7.3.9** Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific.

**7.3.10** Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

**Example:** Deserts in Africa, Saudi Arabia and China; the islands of Japan; mountains of Iran and Afghanistan; northern regions of China

- physical characteristics: natural features such as land and water forms, climate, natural vegetation, and native wildlife

### Human Systems

**7.3.11** Identify and explain the importance of the early cultural hearths\* in the Nile River Valley, Mesopotamia, the Indus River Valley and the Huang River Valley. (Individuals, Society and Culture)

**7.3.12** Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific.

**Example:** Life expectancy, income, industry, education, natural resources, climate and land forms in India, China and Australia

## GRADE 7 STANDARDS - 2014

### Physical Systems

**7.3.5** Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.

**7.3.6** Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.

**7.3.7** Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

### Human Systems

**7.3.8** Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and the Southwest Pacific and analyze the causes for these patterns.

**Example:** Life expectancy, income, literacy rate, industry, education, natural resources, and climate

## GRADE 7 CORRELATION



## GRADE 7 STANDARDS – 2007

**7.3.13** Define the term ethnocentrism\* and give examples of how this attitude affected the relationships between the English settlers and the Kikuyu in Kenya and the British immigrants and the aborigines of Australia. (Individuals, Society and Culture)

- cultural hearth: heartland, source area, innovation center, place of origin of a major culture (the sum total of the artifacts, knowledge, attitudes and habitual behavior patterns including language, shared and transmitted by the members of a society)
- ethnocentrism: the attitude that one's own culture is superior to any other culture

### Environment and Society

**7.3.14** Use a variety of information resources\* to identify current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

**Example:** Use National Geographic and United Nations Web sites and interactive maps to research global warming, hunger, health epidemics or aid during weather-related disasters

- information resources: print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

## GRADE 7 STANDARDS - 2014

**7.3.9** Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

### Environment and Society

**7.3.10** Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

## GRADE 7 STANDARDS – 2007

## GRADE 7 STANDARDS - 2014

<p style="text-align: center;"><b>Standard 4 – Economics</b></p> <p style="text-align: center;">Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.</p>	<p style="text-align: center;"><b>Standard 4 – Economics</b></p> <p style="text-align: center;">Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.</p>
<p><b>7.4.1</b> Give examples of trade between countries in Africa, Asia and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living. <b>Example:</b> Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p> <p><b>7.4.2</b> Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.</p> <p><b>7.4.3</b> Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p><b>7.4.4</b> Trace the development and change over time of the economic systems* (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. (Individuals, Society and Culture) <b>Example:</b> Research how trading networks grew into regional trading centers such as Timbuktu, Zimbabwe, Canton and Hong Kong.</p> <p><b>7.4.5</b> Explain how banks and other financial institutions use savings deposits to help borrowers and investors.</p> <p><b>7.4.6</b> Compare and contrast the standard of living of various countries in Africa, Asia and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator.</p>	<p><b>7.4.1</b> Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. <b>Example:</b> Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p> <p><b>7.4.2</b> Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p><b>7.4.3</b> Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time</p> <ul style="list-style-type: none"> <li>• <b>traditional economy:</b> an economy in which resources are allocated based on custom and tradition</li> <li>• <b>command economy:</b> an economy in which resources are allocated by the government or other central authority</li> <li>• <b>market economy:</b> an economy in which resources are allocated by individuals and businesses responding to changes in prices</li> <li>• <b>mixed economy:</b> an economy in which resources are allocated by some combination of traditional, command or market systems</li> </ul> <p><b>7.4.4</b> Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.</p> <ul style="list-style-type: none"> <li>• <b>Gross Domestic Product (GDP):</b> the value of all final goods and services produced in a country in a year</li> </ul>

## GRADE 7 CORRELATION

## GRADE 7 STANDARDS – 2007

**7.4.7** Describe ways that people can increase individual human capital\*.  
**Example:** Acquiring knowledge and skills through education or training

**7.4.8** Identify ways that societies deal with helpful spillovers\* (e.g. education) or harmful spillovers (e.g. pollution).  
**Example:** Government support of public education and governments taxing or regulating pollution

**7.4.9** Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.

- economic systems: the ways that people allocate economic resources, goods and services
- traditional economy: an economy in which resources are allocated based on custom and tradition
- command economy: an economy in which resources are allocated by the government or other central authority
- market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices
- mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems
- Gross Domestic Product (GDP): the value of all goods and services produced in a country in a year
- human capital: the skills and expertise people acquire from education and training
- spillover: the impact of an activity (positive or negative) on the well-being of a third party

## GRADE 7 STANDARDS - 2014

**7.4.5** Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital\*.

- **human capital:** the skills and expertise people acquire from education, training, and experience.

**7.4.6** Identify ways that societies deal with helpful and harmful externalities (spillovers\*) in Africa, Asia or the Southwest Pacific.

**Example:** Government support of public education and governments taxing or regulating pollution

- **externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party