

# GRADE 6 – 7 VERTICAL ARTICULATION

GRADE 6: People, Places and Cultures in Europe and the Americas	GRADE 7: Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific
<p>Students in sixth grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.</p> <p>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 6 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.</p>	<p>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.</p> <p>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.</p>
<b>STANDARD 1 HISTORY</b>	<b>STANDARD 1 HISTORY</b>
<p>Students explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.</p>	<p>Students examine the major movements, events and figures that contributed to the development of nations in modern 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>	<b>Historical Knowledge</b>
<p><b>Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.</b>  <b>6.1.1</b> Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.  <b>Examples:</b> Greek, Roman, Mayan, Inca, and Aztec civilizations</p>	<p><b>Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.</b>  <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.  <b>*River Valley Civilizations:</b> Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)</p>

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**6.1.2** Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.

**Examples:** Judaism, Christianity, Islam and native practices in Mesoamerica and Europe

## **Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.**

**6.1.3** Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire.

**Examples:** Influence of the spread of Christianity in Russia and Eastern Europe

**6.1.4** Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.

**Examples:** Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

**6.1.5** Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.

**Examples:** Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power

**6.1.6** Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica

**Examples:** Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

**6.1.7** Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society

## **The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)**

**7.1.2** Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

**Example:** Hinduism, Buddhism, Judaism, Christianity and Islam

**7.1.3** Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.

**7.1.4** Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.

**7.1.5** 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.

**7.1.6** 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.

**7.1.7** Trace the rise, spread and influence of the Mongols.

## **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

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**6.1.8** Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.

**Examples:** Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

**6.1.9** Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

## Early Modern Era: 1500 to 1800

**6.1.10** Examine and explain the outcomes of European colonization on the Americas and the rest of the world.

**Examples:** The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India

**6.1.11** Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.

**6.1.12** Describe the Reformations and their effects on European and American society.

**Examples:** Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

**6.1.13** Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.

**Examples:** The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.

## 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)

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**6.1.14** Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.

**Examples:** Steam engine, factory system, urbanization, changing role of women and child labor

## **Modern Era: 1700 to the present**

**6.1.15** Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

**6.1.16** Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance.

**Examples:** Liberalism, conservatism, nationalism, socialism, communism, fascism and popular sovereignty

**6.1.17** Discuss the benefits and challenges related to the development of a highly technological society.

**Examples:** Atomic energy, computers and environmental change

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

**6.1.18** Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

**6.1.19** Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

**6.1.20** Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.

**Examples:** The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.

**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

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<p><b>6.1.21</b> Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.</p> <p><b>6.1.22</b> Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.  <b>Examples:</b> Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).</p> <p><b>6.1.23</b> Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.  <b>Examples:</b> The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights</p>	
<b>STANDARD 2: CIVICS AND GOVERNMENT</b>	<b>STANDARD 2: CIVICS AND GOVERNMENT</b>
<p>Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.</p>	<p>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 the roles of citizens.</p>
<b>Foundations of Government</b>	<b>Foundations of Government</b>
<p><b>6.2.1</b> Compare and contrast major forms of governments in Europe and the Americas throughout history.  <b>Examples:</b> Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism</p> <p><b>6.2.2</b> Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.</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>

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<p><b>6.2.3</b> Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.</p> <p><b>6.2.4</b> Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.</p>	
<p><b>Functions of Government</b></p>	<p><b>Functions of Government</b></p>
<p><b>6.2.5</b> Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.</p> <p><b>6.2.6</b> Identify and describe the functions of international political organizations in the world today.  <b>Examples:</b> Examine the functions of the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).</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>Role of Citizens</b></p>	<p><b>Role of Citizens</b></p>
<p><b>6.2.7</b> Define and compare citizenship and the citizen’s role throughout history in Europe and the Americas.  <b>Examples:</b> Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.</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>

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STANDARD 3: GEOGRAPHY	STANDARD 3: GEOGRAPHY
<p>Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.</p>	<p>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.</p>
The World in Spatial Terms	The World in Spatial Terms
<p><b>6.3.1</b> Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.</p> <p><b>6.3.2</b> Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth’s surfaces.</p>	<p><b>7.3.1</b> Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific</p> <p><b>7.3.2</b> 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.</p>
Places and Regions	Places and Regions
<p><b>6.3.3</b> Describe and compare major physical characteristics of regions in Europe and the Americas. <b>Examples:</b> Mountain ranges, rivers, deserts, etc.</p> <p><b>6.3.4</b> Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. <b>Examples:</b> Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions</p>	<p><b>7.3.3</b> Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.</p> <p><b>7.3.4</b> 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</p>
Physical Systems	Physical Systems
<p><b>6.3.5</b> Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas. <b>Examples:</b> Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland</p> <p><b>6.3.6</b> Explain how ocean currents and winds influence climate differences on Europe and the Americas.</p> <p><b>6.3.7</b> Locate and describe the climate regions of Europe and the Americas and explain how and why they differ. <b>Examples:</b> Gulf Stream and North Atlantic Current</p>	<p><b>7.3.5</b> 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.</p> <p><b>7.3.6</b> 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.</p> <p><b>7.3.7</b> Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.</p>

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<p><b>6.3.8</b> Identify major biomes of Europe and the Americas and explain how these are influenced by climate.  <b>Examples:</b> Rainforests, tundra, woodlands, and deserts</p>	
<b>Human Systems</b>	<b>Human Systems</b>
<p><b>6.3.9</b> Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations  <b>Examples:</b> Rural and urban areas; immigration</p> <p><b>6.3.10</b> Explain the ways cultural diffusion, invention, and innovation change culture.</p> <p><b>6.3.11</b> Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.</p>	<p><b>7.3.8</b> 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.  <b>Example:</b> Life expectancy, income, literacy rate, industry, education, natural resources, and climate</p> <p><b>7.3.9</b> Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific</p>
<b>Environment and Society</b>	<b>Environment and Society</b>
<p><b>6.3.12</b> Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.</p> <p><b>6.3.13</b> Explain the impact of humans on the physical environment in Europe and the Americas.</p> <p><b>6.3.14</b> Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.  <b>Examples:</b> Hurricanes, earthquakes, floods and drought</p>	<p><b>7.3.10</b> Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.</p>



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STANDARD 4: ECONOMICS	STANDARD 4: ECONOMICS
<p>Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.</p>	<p>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>6.4.1</b> Give examples of how trade related to key developments in the history of Europe and the Americas.  <b>Examples:</b> The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.</p> <p><b>6.4.2</b> Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.  <b>Examples:</b> Increased production and consumption and lower prices</p> <p><b>6.4.3</b> Explain why international trade requires a system for exchanging currency between various countries.</p> <p><b>6.4.4</b> Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.</p> <p><b>6.4.5</b> Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.</p> <p><b>6.4.6</b> Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.  <b>Examples:</b> Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.</p> <p><b>6.4.7</b> Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</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> <p><b>*traditional economy:</b> an economy in which resources are allocated based on custom and tradition</p> <p><b>*command economy:</b> an economy in which resources are allocated by the government or other central authority</p> <p><b>*market economy:</b> an economy in which resources are allocated by individuals and businesses responding to changes in prices</p> <p><b>*mixed economy:</b> an economy in which resources are allocated by some combination of traditional, command or market systems</p> <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.  <b>*Gross Domestic Product (GDP):</b> the value of all final goods and services produced in a country in a year</p>

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**6.4.8** Identify ways that societies deal with helpful and harmful externalities (spillovers\*) in Europe or the Americas.

**Examples:** 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

**6.4.9** Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

**Examples:** Savings accounts, certificates of deposit and stocks

**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