IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

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Indiana Superintendent of Public Instruction

# Indiana Academic Standards

## Grade 7

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

*Standards Approved March 2014*

# Indiana Department of Education

## College and Career Readiness

# What are standards?

**Standards outline *what students need to know, understand, and be able to do.***

Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are *NOT* a curriculum;** therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and career ready and to be competitive in the job market.

# GRADE 7 Peoples, Places and Cultures in Africa, Asia and the Southwest Pacific

***Course 0470-07***

*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.

# Standard 1 History

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.

**Historical Knowledge**

**Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.**

**7.1.1** 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.

***River Valley Civilizations:** Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)

**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

**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)

**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

# 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 the roles of citizens.

**Foundations of Government**

**7.2.1** Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.

**Example**: Australia, India and South Africa

**7.2.2** Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

**Examples:** Japan, North Korea, India, South Africa, and China

**Functions of Government**

**7.2.3** 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.

**7.2.4** Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

**Roles of Citizens**

**7.2.5** Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.

# 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

**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

**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.

# 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.

**7.4.1** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

**Example**: Voluntary trade results ~~in~~ increased production, increased consumption of goods and services, and lower prices for consumers.

**7.4.2** Illustrate how international trade requires a system for exchanging currency between and among nations.

**7.4.3** 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

* **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

**7.4.4** 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.

* **Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year

**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

# Indiana Academic Standards
# Content Area Literacy: History/Social Studies

*Approved April 2014*

**Guiding Principle:** *Students develop discipline-specific reading and writing skills. Within the areas of History/Social Studies, students apply these skills in order to develop a deeper understanding of the content area.*

There are six key areas found in the Literacy in History/Social Studies section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, Synthesis and Connection of Ideas, Writing Genres, the Writing Process, and the Research Process. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Literacy in History/Social Studies.

Note that the standards in this section are not designed for implementation in an English/Language Arts classroom. Instead, they provide guidance to content area teachers in grades 6-12 (e.g., History/Social Studies teachers, Science teachers, Career and Technical Education teachers, etc.) on expectations for integrating reading and writing skills into their classrooms.

# In Literacy in History/Social Studies, students are expected to do the following:

| **LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES<br>Read and comprehend history/social studies texts independently and proficiently,<br>and write effectively for a variety of discipline-specific tasks, purposes, and audiences** | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8. | **9-10.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10. | **11-12.LH.1.1:** Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. |
| **6-8.LH.1.2:** Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | **9-10.LH.1.2:** Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. | **11-12.LH.1.2:** Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. |

| LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)<br>Extract and construct meaning from history/social studies texts using a variety of comprehension skills | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources. | **9-10.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. | **11-12.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| **6-8.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | **9-10.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | **11-12.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| **6-8.LH.2.3:** Identify key steps in a text's description of a process related to history/social studies (e.g., *how a bill becomes a law, how interest rates are raised or lowered*). | **9-10.LH.2.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. | **11-12.LH.2.3:** Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |

| LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)<br>Build understanding of history/social studies texts, using knowledge of structural organization and author's purpose and message | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | **9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. | **11-12.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., *how Madison defines faction in Federalist No. 10*). |
| **6-8.LH.3.2:** Describe how a text presents information (e.g., *sequentially, comparatively, causally*). | **9-10.LH.3.2:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | **11-12.LH.3.2:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| **6-8.LH.3.3: I**dentify aspects of a text that reveal an author's perspective or purpose (e.g., *loaded language, inclusion or avoidance of particular facts*). | **9-10.LH.3.3:** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | **11-12.LH.3.3:** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |

| LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)<br>Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.4.1:** Integrate visual information (e.g., *charts, graphs, photographs, videos, or maps*) with other information in print and digital texts. | **9-10.LH.4.1:** Integrate quantitative or technical analysis (e.g., *charts, research data*) with qualitative analysis in print or digital text. | **11-12.LH.4.1:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., *visually, quantitatively, as well as in words*) in order to address a question or solve a problem. |
| **6-8.LH.4.2:** Distinguish among fact, opinion, and reasoned judgment in a text. | **9-10.LH.4.2:** Assess the extent to which the reasoning and evidence in a text support the author's claims. | **11-12.LH.4.2:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. |
| **6-8.LH.4.3:** Compare and contrast treatments of the same topic in a primary and secondary source. | **9-10.LH.4.3:** Analyze the relationships among primary and secondary sources on the same topic. | **11-12.LH.4.3:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |

| LH.5: WRITING GENRES (WRITING)<br>Write for different purposes and to specific audiences or people | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.5.1:** Write arguments focused on discipline-specific content. | **9-10.LH.5.1:** Write arguments focused on discipline-specific content. | **11-12.LH.5.1:** Write arguments focused on discipline-specific content. |
| **6-8.LH.5.2:** Write informative texts, including analyses of historical events. | **9-10.LH.5.2:** Write informative texts, including analyses of historical events. | **11-12.LH.5.2:** Write informative texts, including analyses of historical events. |

| LH.6: THE WRITING PROCESS (WRITING)<br>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. | **9-10.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. | **11-12.LH.6.1:** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. |
| **6-8.LH.6.2:** Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | **9-10.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | **11-12.LH.6.2:** Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

| LH.7: THE RESEARCH PROCESS (WRITING)<br>Build knowledge about the research process and the topic under study by conducting short or more sustained research | | |
|---|---|---|
| **GRADES 6-8** | **GRADES 9-10** | **GRADES 11-12** |
| **6-8.LH.7.1:** Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | **9-10.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | **11-12.LH.7.1:** Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **6-8.LH.7.2:** Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., *APA or Chicago*). | **9-10.LH.7.2:** Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., *APA or Chicago*). | **11-12.LH.7.2:** Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any once source and following a standard format for citation (e.g., *APA or Chicago*). |
| **6-8.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research. | **9-10.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research. | **11-12.LH.7.3:** Draw evidence from informational texts to support analysis, reflection, and research. |

Approved April 2014

# GRADE 7 STANDARDS IN VERTICAL FORMAT

| GRADE 7 | People, Places and Cultures in Africa, Asia and the Southwest Pacific |
|---|---|

***Course 0470-07***

*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 | Standard 2: Civics and Government | Standard 3: Geography | Standard 4: Economics |
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| 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.<br><br>**Historical Knowledge**<br><br>**Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.**<br>**7.1.1** 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.<br>***River Valley Civilizations:** Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China) | 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.<br><br>**Foundations of Government**<br>**7.2.1** Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific.<br>**Example**: Australia, India and South Africa<br><br>**7.2.2** Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.<br>**Examples:** Japan, North Korea, India, South Africa, and China | 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.<br><br>**The World in Spatial Terms**<br>**7.3.1** Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific<br><br>**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. | Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.<br><br>**7.4.1** Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.<br>Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.<br><br>**7.4.2** Illustrate how international trade requires a system for exchanging currency between and among nations. |

| Standard 1: History | Standard 2: Civics and Government | Standard 3: Geography | Standard 4: Economics |
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| **The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)**<br>**7.1.2** Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.<br>**Example**: Hinduism, Buddhism, Judaism, Christianity and Islam<br><br>**7.1.3** Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.<br><br>**7.1.4** Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.<br><br>**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.<br><br>**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. | **Functions of Government**<br>**7.2.3** 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.<br><br>**7.2.4** Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.<br><br>**Roles of Citizens**<br>**7.2.5** Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific | **Places and Regions**<br>**7.3.3** Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.<br><br>**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<br><br>**Physical Systems**<br>**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.<br><br>**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.<br><br>**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. | **7.4.3** 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<br>***traditional economy:** an economy in which resources are allocated based on custom and tradition<br>***command economy**: an economy in which resources are allocated by the government or other central authority<br>***market economy:** an economy in which resources are allocated by individuals and businesses responding to changes in prices<br>***mixed economy**: an economy in which resources are allocated by some combination of traditional, command or market systems |

| Standard 1: History | Standard 2: Civics and Government | Standard 3: Geography | Standard 4: Economics |
|---|---|---|---|
| **7.1.7** Trace the rise, spread and influence of the Mongols.<br><br>**Major Civilizations, States and Empires: 300 – 1650**<br>**7.1.8** Describe the rise, contributions, and decline of the Chinese dynasties.<br>**Example**: The dynastic cycle and the influence of Confucianism<br><br>**7.1.9** Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.<br>**Example:** Feudalism, shogunate court life, samurai culture<br><br>**Exploration, Conquest and Post-Colonial States: 1500 to the Present**<br>**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.<br>**Example:** The voyages of the Ming dynasty, and Ibn Battuta | . | **Human Systems**<br>**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<br><br>**7.3.9** Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.<br><br>**Environment and Society**<br>7.3.10 Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific | **7.4.4** 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.<br>***Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year<br><br>**7.4.5** Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*.<br><br>***human capital:** the skills and expertise people acquire from education, training, and experience. |

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| **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.<br><br>**7.1.12** Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.<br><br>**7.1.13** Identify and explain the significance of historical events in the Middle East since the end of World War II.<br>**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) | | | **7.4.6** Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific.<br>**Example**: Government support of public education and governments taxing or regulating pollution<br>***externality (spillover):** the impact of an activity (positive or negative) on the well-being of a third party |

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| **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.<br><br>**Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research**<br>**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.<br><br>**7.1.16** Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.<br><br>**7.1.17** Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.<br><br>**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 | | | |