

Introduction to the Social Studies 6-8 Standards Alignment Document

Grade 7

Know the past. Engage in the present. Impact the future.

Mission Statement: The interconnected nature and fragility of the world make in-depth, relevant social studies instruction essential. The mission of social studies in Portland Public Schools is to provide all students with academic and authentic learning opportunities that both ignite their passions for learning and also enhance their abilities and motivations to contribute as citizens in their communities — from the school community to the neighborhood, city, state, national, and global communities.

The design of the standards alignment includes:

1. State mandated alignment with Oregon social science standards, primarily organized within four state strands: geography, history, economics, and civics and government
2. Addition of four strands with standards from the National Council for the Social Studies document in response to input from Portland middle school teachers about what they teach and what they consider to be important: culture, global connections through time, identity of individuals, groups, and institutions, and science, innovation and technology
3. Language describing the purpose and objectives of each strand modified from the National Council for the Social Studies document
4. Grade-level mapping of the Oregon and NCSS standards so that concepts and skills are taught as building blocks to higher levels of understanding
5. Three standards added from the National History Standards
6. One common essential question for each grade level. A list of additional essential questions to guide student inquiry will be made available.
7. Academic vocabulary for strand-related concepts. Additional lists of related historical turning points, people, and places will be made available.

**Suggested Instructional Strategies
For an Inclusive Social Studies Classroom**

- Activation of prior knowledge; building of common background
- Presentation of content and language objectives and essential questions
- Visual literacy
- Discussion strategies
- Kinesthetic learning exercises
- Problem solving group work
- Interactive notebook
- Explicit instruction of vocabulary (Marzano’s Six Steps)
- Interactive read aloud of text and opportunities for jigsaw, partner, and choral reading, and reading circles
- Geography and timeline skills
- Historical critical thinking skills
- Teacher modeling of writing, teacher-led group composition, scaffolding for support, and targeted conventions

Concept and Skill-Building in the Culture Strand		
3	<p>Students will recognize, respect and value multiple cultural perspectives as members of a democratic and diverse society. This cultural competence will guide them in relating to people in our nation and throughout the world.</p>	
	Grade 6 Summary	Grade 7 Summary
4	<p>Students compare cultural contributions of the or civilizations of ancient times and identify major influences that shaped those cultures, as geography, beliefs, and knowledge. They analyze images of cultural artifacts and explain both the influences that impacted their creation and their enduring importance to humankind.</p>	<p>Students learn that societies have cultural lenses and react differently to ideas because of these lenses, but also that societies change to accommodate different ideas and beliefs. Students learn that when societies come into contact, their different cultures give them different perspectives on events that occur.</p>
	Grade 8 Summary	<p>Students examine what happens when different cultures and perspectives come together to create, in the United States, a distinctively multicultural society; they examine how places and regions within the country serve as symbols that can either fragment or unify the society; and they examine the implications of cultural diversity and cultural cohesion for life in the US.</p>
	Strand I: Culture	
	GRADE 6 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS
1, 2	<p>6.I.1 Compare and contrast cultures and analyze their differences with reference to the influences that shaped them</p> <ul style="list-style-type: none"> • 6.I.1.1 <i>Recognize relationships between the physical and cultural characteristics of a place or region</i> • 6.I.1.2 <i>Identify, locate, and compare the cultural characteristics of places and regions</i> • 6.I.1.3 Understand the fundamental tenets and practices of the belief systems of ancient times and the relationship of beliefs, values, and culture. <p>6. I.2 Explain and give examples of how language, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture</p>	<p>How do artifacts/primary sources help us to understand cultures, what shaped them, and why they are important to us?</p>
		ACADEMIC VOCABULARY
		<ol style="list-style-type: none"> 1. belief systems 2. polytheism 3. monotheism 4. social hierarchy 5. nomadic 6. Hinduism 7. Buddhism 8. Confucianism 9. Judaism 10. Christianity 11. artifact

The middle school teachers who volunteered to work on the alignment during the 2005-2006 school year were: Rana Akhavein, Beaumont; Carol Berkley, Binnsmead; Petra Callin, ESL / TOSA; James Clark, George; Beverly Daggett, Fernwood; Kyle Evans, Hosford; Dorie Filipski, Sabin / Access; Jim Keiter, Sellwood; Barbara Kutasz, Mt. Tabor; Marcia LaViolette, Robert Gray; Julie Schumann, Winterhaven; Pam Sesar, TAG; Ellie Sussman, DART; and Will Wigmore, Lane. The process was facilitated by Dr. Judee K. Axelsen, VISION and REALITY. The teachers who volunteered to complete the work during the 2006-2007 school year were Rana Akhavein, Carol Berkley, Beverly Daggett, SS/LA TOSA, Dorie Filipski, Barbara Kutasz, Julie Schumann, and Will Wigmore. 2/07 Final revisions were made in 2008 by Rana Akhavein, Carol Berkley, Beverly Daggett, SS/LA TOSA, Dorie Filipski, Barbara Kutasz, and Julie Schumann.

Grade 7 Guide to the Standards Alignment

Concept and Skill-Building in the Culture Strand		
<p>Students will recognize multiple cultural perspectives as members of a democratic and diverse society. This cultural competence will guide them in relating to people in our nation and throughout the world.</p>		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
<p>Students compare cultural contributions of the major civilizations of ancient times and identify the major influences that shaped those cultures, such as geography, beliefs, and knowledge. They analyze cultural artifacts and explain both the influences that impacted their creation and their enduring importance to humankind.</p>	<p>Students learn that societies have cultural lenses and react differently to ideas because of these lenses, but also that societies change to accommodate different ideas and beliefs. Students learn that when societies come into contact, their different cultures give them different perspectives on events that occur.</p>	<p>Students examine what happens when different cultures and perspectives come together to create, in the United States, a distinctively multicultural society; they examine how places and regions within the country serve as symbols that can either fragment or unify the society; and they examine the implications of cultural diversity and cultural cohesion for life in the US.</p>

Strand I: Culture		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
<p>7.I.1 Explain how cultures change to accommodate different ideas and beliefs.</p> <ul style="list-style-type: none"> • 7.I.1.1 Understand the fundamental tenets and practices of the belief systems of the scope of this course and the relationship of religion and culture. <p>7.I.2 Explain how information and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.</p>	<p>What was the relationship between politics and religion during, the European Middle Ages, the rise of Islam, the Renaissance, and the kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan</p>	<ol style="list-style-type: none"> 1. Christianity 2. Islam 3. isolationism 4. cultural lens 5. cultural perspective

Concept and Skill-Building in the Historical Perspective Strand		
<p>Students will find the roots of the present in the past, developing an historical perspective. They will learn how key events, individuals, movements and groups have shaped history and how the world has changed and might change in the future. They will learn how history is written, how the same event can be interpreted in various ways, and what criteria determine whether a source or interpretation is reliable.</p>		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
<p>Students describe the major characteristics, developments, contributions, and historical influence of ancient civilizations. They learn to create parallel timelines of the ancient world in order to examine and compare significant events and developments, recognize and describe patterns, and determine whether events are concurrent, causal, or sequential.</p>	<p>Students draw meaningful connections between various spheres of life (cultural, political, etc.) in reference to significant historical events, developments, and issues within the 7th grade scope of history and analyze these events, developments, and issues using primary and secondary sources.</p>	<p>Students evaluate primary and secondary sources of historical information in the context of U.S. History, post-Revolution through Reconstruction, examining reliability, credibility, and bias.</p>

Strand II: Historical Perspective: Time, Continuity and Change		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
<p>7.II.1 Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural.)</p> <p>7.II.2 Analyze a variety of historical sources</p> <p>7.II.3 Engage in historical analysis and interpretation</p> <p>7.II.4 <i>Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.</i></p> <p>7.II.5 <i>Understand the importance of the rise of Islam.</i></p> <p>7.II.6 <i>Understand the characteristics and impact of Renaissance thinking, art, and learning.</i></p> <p>7.II.7 Understand the roots of the Enlightenment and its impact on government and individual rights.</p> <p>7.II.8 <i>Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.</i></p> <p>7.II.9 <i>Describe the major characteristics, developments and contributions, and historical influence of the early civilizations of the Americas.</i></p>	<p>How do historians reconstruct and interpret the past?</p>	<p>6. historical interpretation</p> <p>7. primary resource</p> <p>8. secondary resource</p> <p>9. sourcing</p> <p>10. contextualization</p> <p>11. corroboration</p>

Concept and Skill-Building in the Geographical Influence Strand		
<p>Students will use data and geographical vocabulary and skills to communicate about physical and cultural environments. Because technology reduces real distance and increases connections in new ways, an understanding of geography will assist students in relating their personal experience to complex global issues.</p>		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
<p>Students master advanced geographic vocabulary and continue to use map interpretation and construction skills and the five themes of geography, especially location, place, region, and movement of people to analyze ancient history.</p>	<p>Students continue to use map skills and the five themes, especially human and environmental interaction: they analyze the role of the geographic distribution of resources in conflict over territory; and they examine the impact of environmental, cultural and economic factors and changes, such as urbanization and natural changes in climate and ecosystems, on population, human activities, and cultural characteristics.</p>	<p>Students will continue to use map interpretation and construction skills and the five themes of geography to analyze U.S. history, particularly in regard to migration.</p>

Strand III: Geographical Influence: People, Places and Environment		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
<p>7.III.1 <i>Identify and give examples of economic, cultural, and environmental factors that influence population.</i></p> <ul style="list-style-type: none"> • 7.III.1.1 <i>Predict the effect of a given economic, cultural, or environmental change on a population.</i> • 7.III.1.2 <i>Analyze how changes in the physical environment can increase or diminish capacity to support human activity.</i> <p>7.III.2 <i>Understand the impact of human modification of the environment: clearing vegetation affects the physical environment, and urbanization also affects the human characteristics of a place as well as the physical and human characteristics of the surrounding region.</i></p> <p>7.III.3 <i>Understand and project how climate change and other changes in an ecosystem can increase or diminish capacity to support human activity.</i></p> <p>7.III.4 <i>Evaluate how different points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.</i></p> <p>7.III.5 <i>Determine the geographic results of resource use and management programs and policies.</i></p> <p>7.III.6 <i>Explain and give examples of the distortions of map projections.</i></p>	<p>How does the scarcity of natural resources lead people to invade, explore and migrate?</p>	<p>12. human and environmental interaction</p> <p>13. barbarians</p> <p>14. urbanization</p> <p>15. distribution of resources</p>

Concept and Skill-Building in the Identity Strand		
Students will learn how personal identity is shaped by one’s culture, historical perspective and geographical influences. They will learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed.		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
Students are able to describe and give examples of how family, gender, ethnicity, beliefs, connections to place and region, and nationality influence daily life and personal identity.	Students examine social roles and the tensions between expressions of individuality and the role of groups and institutions to promote conformity, and they learn how citizens can let their opinions be known in the political process. They are able to identify and interpret examples of altruism, conformity, and stereotyping.	Students relate personal changes to social, cultural and historical contexts , understand the role of institutions in furthering continuity and change, apply knowledge of how groups and institutions work to meet individual needs and promote the common good, and are able to explain and give examples of how individuals, groups and organizations can influence government policy or decisions.

Strand IV: Development of Identity of Individuals, Groups, and Institutions		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
7.IV.1 Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups. 7.IV.2 Identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity. 7.IV.3 Identify and give examples of ways that citizens can let their opinions be known in the political process. 7.IV.4 Identify and interpret examples of stereotyping, conformity, and altruism.	How does the flexibility or inflexibility of the social hierarchy affect the individual in the past and today?	16. institutions 17. altruism 18. conformity 19. stereotyping

Concept and Skill-Building in the Power, Authority, Governance, Civic Ideals and Practices Strand		
Students will develop an understanding of the historical development of structures of power, authority, and governance and their evolving functions globally to develop civic competence and responsibility. Civic ideals and practices are critical to full participation in society and are a central purpose of Social Science.		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
Students learn the Preamble of the U.S. Constitution, and they compare what they have previously learned about the U.S. government to the governments of ancient times.	Students examine the characteristics of the Roman Republic and Empire and how they are reflected in the law, government, economy, and society of the United States and they examine the dynamics of power and the development of ideas from the Middle Ages through the age of Absolute Monarchy that lead to the Enlightenment.	Students will identify and describe the basic features of the political system in the United States , understand the ideas of the Enlightenment that underpin American documents, analyze the U.S. Constitution and the Bill of Rights and examine how U.S. government actions affect citizens of the U.S. and other countries

Strand V: Power, Authority, Governance, Civic Ideals and Practices		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
<p>7.V.1 Understand various purposes and forms of government of this time period by <i>comparing and contrasting them to the US government. (with reference to OR Benchmark 2.)</i></p> <p>7.V.1.1 <i>Identify and give examples of the political, economic, and social characteristics of the Roman Republic and Empire, and how they are reflected in the law, government, economy, and society of the United States.</i></p> <p>7.V.2 Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.</p> <ul style="list-style-type: none"> 7.V.2.1 <i>Know how the U.S. government affects citizens of other countries.</i> 7.V.2.2 <i>Know how U.S. government actions with other nations affect citizens of the United States.</i> 	How are aspects of the Roman Republic and Empire reflected in the law, government, economy, and society of the United States?	<p>20. republic</p> <p>21. dictatorship</p> <p>22. feudalism</p> <p>23. Magna Carta</p> <p>24. aristocracy</p> <p>25. absolute monarchy</p> <p>26. constitutional monarchy</p> <p>27. nepotism</p> <p>28. meritocracy</p> <p>29. bureaucracy</p>

Concept and Skill-Building in the Economics Strand		
<p style="text-align: center;">Students will explore how distribution of limited resources affects and is influenced by geography, culture and history. The need for global decision-making requires a systemic study of an interdependent world economy and the role of technology.</p>		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
Students learn about the relationship of limited resources to geography, culture, and history, and they learn how money functions .	Students learn about how trade related to key developments during this time period and also learn about factors that determine personal income and ways that people invest and save .	Students learn the differences between types of economies , learn basic principles of capitalism , and scrutinize the affects of the U.S. economy on its citizens and on other countries.

Strand VI: Economics		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
<p>7.VI.1 Explain how trade related to key developments during this time in history.</p> <p>7.VI.2 Understand and give examples of factors that determine personal income and predict future earnings, based on plans for education and training.</p> <ul style="list-style-type: none"> • 7.VI.2.1 <i>Determine how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.</i> • 7.VI.2.2 <i>Determine that people’s incomes, in part, reflect choices they have made about education, training, skill development, and careers.</i> • 7.VI.2.3 <i>Evaluate how workers can increase their productivity by improving their skills or by using tools and machinery.</i> <p>7.VI.3 Understand the different ways that people invest and save.</p> <ul style="list-style-type: none"> • 7.VI.3.1 <i>Understand that banks and credit unions are institutions where people save money and earn interest and where other people borrow money and pay interest.</i> • 7.VI.3.2 <i>Understand that stocks, bonds, and other investments are ways people earn money.</i> 	<p>How might goals, action plans, and decisions about career, education, lifestyle, and finances shape your future?</p>	<ul style="list-style-type: none"> 30. guild 31. patronage 32. mercantilism 33. personal finance 34. wage/salary 35. earnings/income 36. productivity 37. invest 38. credit union 39. interest 40. banking 41. stocks and bonds 42. investment

Concept and Skill-Building in the Technology Strand		
Students will learn how science and technology have driven change over time.		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
Students explain how geography and culture influence technological advancements.	Students can explain how technological and scientific advancements have influenced values and beliefs.	Students can explain through examples how science and technology have impacted perceptions of the social and natural worlds, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.

Strand VII: Science, Innovation and Technology in a Changing World		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
7.VII.1 Explain and provide examples of how scientific and technological knowledge, such as the printing press, have influenced changes in values and beliefs.	In what ways have people changed their values, beliefs, and ways of life as new technologies and ideas have developed?	<ul style="list-style-type: none"> 43. cathedrals 44. printing press 45. navigation 46. magnetic compass 47. telescope 48. longbow 49. cannon 50. catapult 51. road building

Concept and Skill-Building in the Global Connections Strand		
<p>Students will explore and understand the realities of global interdependence and evaluate the complex positive and negative effects of individual and collective actions.</p>		
Grade 6 Summary of Standards	Grade 7 Summary of Standards	Grade 8 Summary of Standards
Students analyze the affects of changing technologies on the global community ; demonstrate understanding of universal human rights and conflicts and issues related to human rights ; and identify and describe the roles of international organizations .	Students examine how cultural elements facilitate or obstruct global understanding and demonstrate understanding of the causes, consequences, and possible solutions to persistent, contemporary and emerging global issues , such as health, security, resource allocation, economic development, and environmental quality.	Students are able to describe and explain relationships and tensions between national sovereignty and global interests in such matters as territory, natural resources, trade, use of technology and the welfare of people.

Strand VIII: Global Connections through Time		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
7.VIII.1 Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. 7.VIII.2 Explore the causes, consequences, and possible solutions to persistent, contemporary and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.	Is it possible to solve global environmental issues? If not, why? If so, how?	52. contemporary 53. global issues

Strand IX: Social Science Analysis		
GRADE 7 STANDARDS/DESCRIPTORS	ESSENTIAL QUESTIONS	ACADEMIC VOCABULARY
IX. 1 Clarify key aspects of an event, issue, or problem through inquiry and research. IX. 2 Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view. IX.3 Examine a controversial event, issue, or problem from more than one perspective. IX.4 Analyze the various characteristics, causes, and effects of an event, issue, or problem. IX.5 Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify.	How can we distinguish facts from opinions and recognize points of view and biases?	54. perspectives