

GRADE 7: CAUSE AND EFFECT

Considerations for Curriculum Development

Seventh Grade Contextual Theme: Introductory World Studies

Ancient civilizations of Egypt, Mesopotamia, Indus Valley, China, Greece and Rome prior to 1500.

Assumptions and Goals of Curriculum Development

The focus of grade 7 will build upon students' prior knowledge of content about the Western Hemisphere to include a larger geographical area and broader scope of time, the ancient world. Students will develop a broad understanding of ancient world history, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. This grade will expose students to the rich diversity of historical eras in a variety of countries through careful comparisons. Furthermore, students will develop critical thinking skills around the political, economic, geographic and historical similarities and differences of the regions in the ancient world and the impact on the Western Hemisphere. Throughout grade 7, students should continue to be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

Summative grade level compelling questions may include, but are not limited to, the following:

What comparisons can be made between ancient civilizations and the Western Hemisphere?
How were the economies of ancient civilizations organized to meet the needs of society?
What role has geography played in the development of ancient civilizations?
How have ancient civilizations influenced society over time?

Contextual Inquiries by Disciplinary Core Concept

Civic Mindedness

Who maintained law and order before governments?
How did governments change over time to reflect the needs of their citizens?
How do modern day governments reflect those of ancient civilizations?
How do the constitutions, rules and laws of other countries compare to those in the Western Hemisphere?
Who determined what was best for the citizens of the ancient world?
What were the purposes of early governments?
How did some early civilizations practice democratic principles?

Economic Decision Making

How do the economic systems of these ancient civilizations compare to those in the Western Hemisphere?

How did early civilizations address basic questions about the production, distribution and consumption of goods and services?

How did the role of economic decision making lead to the development of economic systems?

How did technology and specialization affect productivity in early civilizations?

What resources were available in the ancient world?

What were the economic relationships of countries in the ancient world?

Geographical Reasoning

Where did ancient civilizations develop?

What information can we learn about these countries using maps?

How have groups of people influenced the cultural diversity of places and regions in these countries?

How did elements of culture define specific groups of people and result in unique perspectives?

Why were social institutions developed?

How did geography influence human activities and development?

How did people interact with the environment over time?

How did places and regions change over time?

What were reasons for migration in early civilizations?

Historical Thinking

How could key events in the history of these ancient civilizations be categorized into different time periods?

How did early hunters and gatherers develop new technologies as they settled into organized civilizations?

How did the rise of Western civilizations and empires impact government, philosophy, architecture, art, drama and literature?

How did conflict and competition influence the development of historical events?

How have human rights changed over time?

What was the role of agriculture in ancient civilizations?

How did ancient trade change the world?

What are the contributions of ancient civilizations?

What can we learn about technology by studying ancient artifacts?

Civic Mindedness

7.CM.1 Civic and Political Institutions *Explain how constitutions structure the powers and limitations of government and defines powers and responsibilities of citizens.*

7.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles *Compare deliberative processes when making decisions and evaluating conclusions as an individual and in groups.*

7.CM.3 Processes, Rules and Laws *Compare historical and contemporary methods of changing society to promote the general welfare.*

Key Idea: Both citizens and government have powers, limitations and responsibilities which are provided by constitutions to benefit the general welfare of society.

Students who demonstrate understanding of these standards, can address the following compelling questions:

Why is it necessary to limit power?

Why are decision making processes more effective in some situations than others?

Do the needs of society change?

Students who demonstrate understanding of these standards, can address the following supporting questions:

How do constitutions limit powers of governments?

How can different civic processes affect our decision making?

How have the methods to promote the general welfare changed over time?

Fundamental Understandings:

Students will understand the following:

- Citizens and governments have obligations to society.
- There is utility in using different methods to make decisions.
- Providing for the welfare of society is a basic goal of government.

Key Concepts:

May include, but are not limited to the following: citizens' roles, civic participation, compassion, compromise, contemporary society, critical mindedness, cultural shifts, debate, decisions, deliberation, democratic principles, duties, empathy, evaluation, forms of government, general welfare, judgement negotiation, laws, power in government, processes, purposes of government, responsibilities, rights, rules, social contract, societal needs, types of constitutions, etc.

Economic Decision Making

7.EDM.4 Economic Decision Making *Evaluate alternative approaches to economic issues in terms of benefits, costs and unintended consequences for different groups and society as a whole.*

7.EDM.5 Exchange and Markets *Explain how changes in supply and demand fuel innovation and explain how market outcomes are impacted by external costs and/or benefits.*

7.EDM.6 National Economy *Explain the impact of money supply on economic development.*

7.EDM.7 Global Economy *Analyze the benefits and costs of trade and specialization to individuals and society.*

Key Idea: Economic development can be evaluated using different lenses.

Students who demonstrate understanding of these standards, can address the following compelling questions:

How do societies make economic decisions?

How does innovation impact economic markets?

Why does the money supply have a powerful effect on economic activity?

What is important about the relationship between trade and specialization?

Students who demonstrate understanding of these standards, can address the following supporting questions:

What are economic issues that groups and societies address?

How do changes in supply and demand fuel innovation?

Why does money supply vary among different countries?

Why would an individual or country specialize in something?

Fundamental Understandings:

Students will understand the following:

- Considerations must be made when making economic decisions.
- Supply and demand can be used as a tool to see how markets work.
- An increase or decrease in money supply influences economic development.
- Limited resources affect specialization.

Key Concepts:

May include, but not limited to the following: alternative approaches, benefits, consumption, cost-benefit analysis, costs, distribution, economic activities, economic issues, economic markets, economic systems, entrepreneurship, goods, innovation money supply, intended and unintended consequences, markets, natural resources, opportunity cost, production, productivity, profits, scarcity, services, specialization, supply and demand, technology, trade, etc.

Geographical Reasoning

7.GR.8 Spatial Views of the World *Construct geographical representations to illustrate spatial patterns of cultural and environmental characteristics.*

7.GR.9 Human-Environment Interaction *Analyze how both the cultural and environmental characteristics of a place are similar to and different from other places.*

7.GR.10 Human Populations Spatial Patterns and Movements *Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.*

7.GR.11 Global Interconnections *Explain how global changes in population distribution influence land use.*

Key Idea: Geographical representations help social scientists analyze the characteristics of places.

Students who demonstrate understanding of these standards, can address the following compelling questions:

How can we use spatial thinking to communicate information?

Why might culture affect the environment?

How does where you live affect how you live?

Why do physical environments change because of population growth or decline?

Students who demonstrate understanding of these standards, can address the following supporting questions:

What are spatial patterns?

What are natural and cultural characteristics of places?

What is the difference between an environmental cause for movement and a human cause?

What are the factors affecting population distribution?

Fundamental Understandings:

Students will understand the following:

- How to use geographical representations to describe spatial patterns.
- People, cultures and nature help to define a place.
- Humans modify and adapt to the natural environment.
- The relationship between populations and environmental change.

Key Concepts:

May include, but not limited to the following: adaptation, compare, compromise, conflict, contrast, cooperation, cultural characteristics, directions, environmental characteristics, geographical representations, land use, locations, migration, modification, movement, perspectives, places, points of view, population distribution, push and pull factors, regions, resources, settlement patterns, spatial patterns, technology, etc.

Historical Thinking

7.HT.12 Chronological Reasoning: Causation and Continuity *Analyze connections among historical developments and events in order to classify them as examples of change or continuity.*

7.HT.13 Historical Understanding: Contextualization and Perspectives *Analyze multiple factors that influenced the perspectives of people during different historical eras and explain how and why perspectives of people have changed over time.*

7.HT.14 Historical Arguments *Create an argument about the past, while acknowledging opposing claims, that is supported by relevant evidence generated from historical sources.*

7.HT.15 Interpretation and Synthesis *Infer the maker, date, place of origin, audience and/or purpose of a historical source from other relevant historical sources when information is not easily identified.*

Key Idea: While perspectives of people may change, cause and effect transcends across time and culture.

Students who demonstrate understanding of these standards, can address the following compelling questions:

How does a society determine the significance of historical events?
Why does perspective change in light of historical events?
Why should sources be used to support historical arguments?
How do social scientists evaluate historical sources?

Students who demonstrate understanding of these standards, can address the following supporting questions:

How does the significance of an individual, group or historical period change over time?
What are the factors that influence a person's perspective?
How do we determine the quality of a source?
What can context tell us about a source?

Fundamental Understandings:

Students will understand the following:

- Events, trends, individuals and movements shape history.
- Points of view differ across time periods.
- Relevant information can strengthen claims about the past.
- How to evaluate and interpret historical sources

Key Concepts:

May include, but not limited to the following: argument, attitudes, beliefs, cause and effect, chronological order, compromise, conflict, debate, elements of culture, historical contexts, historical developments and events, historical eras, inferences, opposing claims, perspectives, points of view,

primary sources, relationships, revolution, secondary sources, social institutions, sourcing, time lines, values, etc.

DRAFT