

## NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 7

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

### **This document will provide:**

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

### **The example topics and example formative assessments provided with each objective are:**

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

### **The example topics and example formative assessments provided with each objective are:**

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

**The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards: [View the Glossary of Instructional Terms](#)**

## Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

### Inquiry 6-8

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
<b>Compelling Questions</b>	<b>I.1.1</b> Construct a compelling question through a disciplinary lens individually and with peers
<b>Supporting Questions</b>	<b>I.1.2</b> Construct supporting questions based upon disciplinary concepts
<b>Gathering and Evaluating Sources</b>	<b>I.1.3</b> Analyze details, central ideas and inferences from sources using discipline-specific strategies
	<b>I.1.4</b> Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection
<b>Developing Claims and Using Evidence</b>	<b>I.1.5</b> Identify evidence that draws information from multiple perspectives
	<b>I.1.6</b> Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
<b>Communicating Ideas</b>	<b>I.1.7</b> Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail
	<b>I.1.8</b> Construct responses to supporting and opposing perspectives supported by evidence
	<b>I.1.9</b> Determine the credibility of disciplinary arguments of peers
<b>Taking Informed Action</b>	<b>I.1.10</b> Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues
	<b>I.1.11</b> Use a range of civic approaches to address problems being investigated

The time period and focus for this course is from 1400 CE through the present day.

**Unpacking the Behavioral Science Objectives**

**Standard 7.B.1** Understand how individual and group values and beliefs have influenced various cultures

**Overarching Concepts:** Values, Beliefs, Culture

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.B.1.1</b> Compare major elements of culture in various modern societies around the world</p>	<p>Students must be able to discuss the similarities and differences between the various elements of culture from around the world.</p>	<p>Societies may have cultural expressions that reflect the diverse makeup of their populations</p> <p>The cultural elements of a society may reflect the values and beliefs of that society</p>	<p>Examples of architecture, art, literature, and music from various modern societies</p> <p>Similarities and differences between cultural elements in various modern societies</p>	<p>Values</p> <ul style="list-style-type: none"> <li>● Ethics</li> <li>● Respect</li> <li>● Responsibility</li> <li>● Innovation</li> <li>● Individualism</li> <li>● Communalism</li> </ul> <p>Beliefs</p> <ul style="list-style-type: none"> <li>● Gender roles</li> <li>● Monotheistic</li> <li>● Polytheistic</li> <li>● Animistic</li> <li>● Justice</li> <li>● Equality</li> <li>● Materialism</li> </ul> <p>Writings</p> <ul style="list-style-type: none"> <li>● Purpose</li> <li>● Poetry</li> <li>● Religious</li> <li>● Law</li> </ul> <p>Customs &amp; Traditions</p> <ul style="list-style-type: none"> <li>● Religious and Secular festivals</li> <li>● Holidays</li> <li>● Clothing</li> <li>● Taking father's last name</li> </ul>	<p>Students will create charts that compare cultures from different regions and time periods, listing those elements of culture which are similar or different.</p> <p>Students will use a Venn diagram to compare various aspects of the cultures that are under examination. For example, how gender roles compare between Middle Eastern and Eastern nations.</p> <p>Students will investigate sources related to the European Renaissance and the Edo period of Japan under the Tokugawa leadership. They will compare these two eras of cultural advancement with a visual summary of key cultural developments of each.</p>

				<p>Art</p> <ul style="list-style-type: none"> <li>● Perspective in Renaissance art</li> <li>● Geometric designs of Islamic art</li> <li>● Kente cloth</li> <li>● Madhubani art of India</li> </ul> <p>Architecture</p> <ul style="list-style-type: none"> <li>● Bilateral symmetry of Asian architecture</li> <li>● Mosques of the Islamic world</li> <li>● Sikh Gurdwaras</li> <li>● Onion domes of Russian architecture</li> </ul> <p>Social Institutions</p> <ul style="list-style-type: none"> <li>● Government</li> <li>● Economy</li> <li>● Education</li> <li>● Religion</li> <li>● Family units</li> </ul>	
Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for	Students must be able to demonstrate an understanding of how human rights, justice, and equality are affected by the values and beliefs of a	The values and beliefs of a society can influence the way a society deals with human rights, justice, and equality for all	Examples of how values and beliefs affect human rights for different groups of people	<p>Social Structures</p> <ul style="list-style-type: none"> <li>● Caste system of India</li> <li>● Japanese feudalism</li> <li>● Encomienda</li> </ul>	Students will write a brief explanation of how the values and beliefs of a group have influenced a society to handle issues of justice,

different groups of people	society.  Students must be able to demonstrate an understanding of how human rights, justice, and equality are experienced differently by different groups in a society.	people  Societies may or may not value justice and equality for all of their citizens	Examples of how values and beliefs affect justice for different groups of people  Examples of how values and beliefs affect equality for different groups of people	<ul style="list-style-type: none"> <li>system</li> <li>• Medieval feudalism</li> <li>• Modern social structure based on money</li> <li>• Family units</li> </ul> Religious conflict <ul style="list-style-type: none"> <li>• Wars of Reformation</li> <li>• Israeli/Palestinian conflict</li> <li>• Iran/Iraq War</li> <li>• Pakistan and India</li> </ul> Social Darwinism  Imperialism  Colonialism  Universal Declaration of Human Rights	equality, or human rights violations.  Students will complete a chart that shows how the values and beliefs within a society or nation positively or negatively affect justice and equality.  Students will read selections from the Universal Declaration of Human Rights. They will then explain how the values and beliefs that influenced the document have influenced human rights in modern societies.
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students will Understand</b>	<b>Students will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide	Students must be able to show similarities and differences in responses different groups or individuals have had to stereotypes, oppression, human rights violations, or genocide.	Strategies to overcome stereotypes and oppression within a society may take on many different forms  Responses to genocide and human rights violations can have	Examples of stereotypes, oppression, human rights violations  Examples of genocide throughout history	Stereotypes: <ul style="list-style-type: none"> <li>• “White Man’s Burden”</li> <li>• Social Darwinism</li> <li>• Xenophobia</li> </ul> Oppression: <ul style="list-style-type: none"> <li>• Colonialism</li> </ul>	Students will write a series of tweets back and forth in the role of a member of the Third Estate and a formerly enslaved person in Haiti after the Hattian Revolution. The tweets will compare the

		<p>lasting impacts on how groups and individuals respond to adversity</p>	<p>Examples of how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide in various societies</p>	<ul style="list-style-type: none"> <li>● Imperialism</li> <li>● Encomienda System</li> <li>● Caste Systems</li> </ul> <p>Genocides:</p> <ul style="list-style-type: none"> <li>● Holocaust</li> <li>● Armenian</li> <li>● Rwandan</li> <li>● Darfur</li> <li>● American Indian</li> <li>● Australian Aborigines</li> <li>● Khmer Rouge</li> <li>● Rohingya</li> </ul> <p>Examples of types of responses:</p> <ul style="list-style-type: none"> <li>● Revolution</li> <li>● Rebellion</li> <li>● Protest</li> <li>● Reform Movement</li> <li>● Divestment</li> <li>● International Attention</li> <li>● Propaganda</li> <li>● International Sanction</li> <li>● Protests/ Actions to draw media attention</li> </ul>	<p>different ways the two individuals reacted to the oppressions in their societies.</p> <p>Students will read primary source letters or speeches from several historical figures who fought for human rights or spoke out against oppression. While reading these letters, they will look for common threads, wording, or phrases. Students will then watch a clip from a current news report and see if any of these ideas or phrases reoccur. Students will write a paragraph detailing how individuals and groups have responded to acts of oppression and human rights violations historically and currently.</p>
--	--	---	--	--	--

**Unpacking the Civics and Government Objectives**

**Standard 7.C&G.1** Analyze modern governmental systems in terms of conflict and change

**Overarching Concepts:** Government Systems, Conflict, Change

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.C&amp;G.1.1</b> Explain how the power and authority of various types of governments have created conflict that has led to change</p>	<p>Students must be able to demonstrate a knowledge and understanding of how the use of power and authority by governments has led to conflict.</p> <p>Students must be able to describe how conflict, created by the use of power and authority, has led to change in societies.</p>	<p>Governmental power in a society may change because of political, economic, or social crisis, or the needs of the society</p> <p>Misuse of power and authority can create political and social conflict that may lead to societal change</p>	<p>Various sources of governmental power and authority in a society</p> <p>Examples of how conflict created by a government's power and authority led to societal change</p>	<p>Sources of Power in Various Types of Governments:</p> <ul style="list-style-type: none"> <li>● Democracy</li> <li>● Republic</li> <li>● Authoritarianism</li> <li>● Anarchy</li> <li>● Totalitarianism</li> <li>● Facism</li> <li>● Oligarchy</li> <li>● Theocracy</li> <li>● Aristocracy</li> </ul> <p>Conflicts that lead to change:</p> <ul style="list-style-type: none"> <li>● Global Wars (World War I, World War II, War on Terror)</li> <li>● Cold War</li> <li>● Revolutions (French, American, Haitian, Russian, Chinese, etc.)</li> </ul> <p>Societal Changes as a Result of Conflict:</p> <ul style="list-style-type: none"> <li>● New governments</li> <li>● Increased freedoms</li> <li>● Decreased freedoms</li> <li>● Religious changes</li> </ul>	<p>Students will create a cause and effect diagram that details the power and authority of a government, how the power/authority has created conflict and how that conflict has led to change.</p> <p>Students will fill out or create a graphic organizer describing the causes and effects of the French Revolution. Students must describe conflict using the following details:</p> <ul style="list-style-type: none"> <li>● Who held the power in France</li> <li>● Both sides of the disagreement along with their reasoning as to why they are right</li> <li>● The outcome of the conflict</li> <li>● How life changed politically, economically, and socially for those who participated in said conflict</li> </ul>

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.C&amp;G.1.2</b> Distinguish how conflict between religious and secular thought and practice has contributed to change in government</p>	<p>Students must be able to determine how conflict between religious and secular power has impacted changes in governments.</p>	<p>There can be differences between religious and secular thoughts and practices</p> <p>Religious and secular struggles for power can lead to changes in government</p>	<p>Examples of conflict between religious and secular thought</p> <p>Various societies that have had governmental change due to conflict between religious and secular thought</p>	<p>Scientific Revolution</p> <p>Enlightenment</p> <p>Modern government of India</p> <p>Communist China</p> <p>Protestant Reformation</p> <p>Counter-Reformation</p> <p>Iranian Revolution of 79</p> <p>Soviet Union - Russian Orthodox Church, Russian Orthodox Church Abroad</p> <p>Caliphates</p> <p>Afghanistan/Taliban</p> <p>Kemal Ataturk</p>	<p>Students will read speeches/documents authored by religious figures in opposition to secular authority and identify the argument that had the most influence on changing the government.</p> <p>Given a passage describing the conflict between the Catholic church and King Henry VIII, students will underline evidence that point to the conflict and circle evidence that show how King Henry's secular thought contributed to change.</p> <p>Students will look at a list of various reasons for the Iranian Revolution (1979). Students will distinguish between the religious and secular reasons and decide which had the larger effect on the ensuing change of government and explain their reasoning.</p>



Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.C&amp;G.1.3</b> Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens</p>	<p>Students must be able to demonstrate knowledge and understanding of the ways in which changes in government benefits the citizens of a society.</p> <p>Students must be able to demonstrate knowledge and understanding of the negative impact changes in government have for citizens of a society.</p>	<p>Changes in government can lead to positive consequences for citizens</p> <p>Changes in government can lead to negative consequences for citizens</p>	<p>Examples of changes of government in modern societies</p> <p>Examples of the pros and cons of governmental change on citizens</p>	<p>French Revolution</p> <p>American Revolution</p> <p>Iranian Revolution</p> <p>Arab Spring</p> <p>Civil Rights Movements around the world</p> <p>End of apartheid</p> <p>Meiji Restoration</p> <p>Chinese Revolution</p> <p>Russian Revolution</p> <p>Cuban Revolution</p> <p>Peaceful transitions of power in various democracies</p> <ul style="list-style-type: none"> <li>• Presidential Elections</li> <li>• Elections of Prime Ministers</li> </ul> <p>Colonization</p> <p>Decolonization</p> <p>Haitian Revolution</p>	<p>Students will be provided with short readings about changes that occurred in Haiti as a result of the Haitian Revolution. Students will analyze the reading and point out how the changes were beneficial to the citizens of Haiti.</p> <p>After studying about decolonization, students will be given information pertaining to one nation from Africa or Asia that decolonized after WWII. Students will analyze the information to decide and mark the information with a "+" if the change was a benefit to the citizens and a "-" if it was a cost to the citizens.</p>

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.C&amp;G.1.4</b> Summarize new ideas that changed political thought in various nations, societies and regions</p>	<p>Students must be able to show they can create a short summary or abstract (not retell) discussing new ideas that have affected change in political thought since 1400.</p>	<p>The ideas of intellectual, scientific and cultural movements may direct the development of future political thought</p> <p>Historical, cultural and economic factors may introduce new ideas that can lead to change in political thought that shapes a nation</p>	<p>Examples of various ideas that shaped modern political thought</p> <p>Ways new ideas can influence change in a society</p>	<p>Latin American Revolutions/Gran Colombia</p> <p>Renaissance</p> <ul style="list-style-type: none"> <li>• Humanism</li> </ul> <p>The Enlightenment</p> <ul style="list-style-type: none"> <li>• Separation of Powers</li> <li>• Natural Rights</li> <li>• Checks and Balances</li> </ul> <p>The Scientific Revolution</p> <ul style="list-style-type: none"> <li>• Empiricism</li> <li>• Experimentation</li> </ul> <p>Democracy</p> <p>Marxism</p> <p>Socialism</p> <p>Facism</p> <p>Capitalism</p> <p>Equality</p> <p>Liberty</p> <p>Individualism</p> <p>Laissez faire</p>	<p>Students will read and summarize the main idea(s) of a primary source from an Enlightenment author.</p> <p>Students will create a Flipgrid extolling an idea that has changed various nations, societies, or regions. In the Flipgrid, they will define the idea and summarize the impact of this idea on the nation or region.</p>

				Justice	
				Human Rights	

### Unpacking the Economics Objectives

**Standard 7.E.1** Understand the economic activities of modern societies and regions

**Overarching Concepts:** Economic Activities, Society, Region

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<b>7.E.1.1</b> Explain the factors and conditions that contribute to the development of economic systems	Students must be able to demonstrate an understanding of the factors and conditions that led to the development of various economic systems.	<p>The development of economic systems may vary based on the social, political, and economic priorities of a society</p> <p>Access to land, labor, natural resources, and capital may affect the development of the economic system of a nation</p>	<p>Characteristics of various economic systems</p> <p>Examples of factors and conditions that led to development of various economic systems.</p>	<p>Economic Systems</p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Socialism</li> <li>• Communism</li> <li>• Traditional economy</li> <li>• Market economy</li> <li>• Command economy</li> <li>• Mixed economy</li> <li>• Mercantilism</li> <li>• Imperialism</li> <li>• Colonialism</li> </ul> <p>Factors and Conditions</p> <ul style="list-style-type: none"> <li>• Access to labor markets</li> <li>• Access to natural resources</li> <li>• Access to trade networks</li> <li>• Income distribution</li> <li>• Economic Interdependence</li> <li>• Globalization</li> <li>• Technology and Innovation</li> </ul>	<p>Students will create a cause and effect diagram on the economic factors and conditions that led to the development of the economic system in the Soviet Union. <i>(This same task could be given for any society or nation.)</i></p> <p>Students will be given an economic system with some information provided about it (how production works, prices, etc.) - these could be generic (command, mixed) or more specific (capitalism, communism, etc.). Students will write about the factors and the conditions that would lead to the development of that</p>

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.E.1.2</b> Explain how national and international economic decisions reflect and impact the interdependency of societies</p>	<p>Students must be able to demonstrate knowledge of how the interdependency of societies impacts national and international economic decisions.</p> <p>Students must be able to demonstrate knowledge of how national and international economic decisions impact the interdependency of societies.</p>	<p>Nations may form alliances to protect their economic interests</p> <p>International alliances may encourage competition and interdependence</p> <p>Economic growth and stability may be achieved through international alliance and economic interdependence</p> <p>Economic interdependence may be a factor in the development of national and international economic decisions</p>	<p>How resources can become valuable to nations that don't have access to them</p> <p>Examples of how international alliances and economic interdependence led to economic growth and stability for a nation</p> <p>How interdependence can lead to national and international decisions</p>	<p>Economic Alliances</p> <p>Economic Community Of West African States (ECOWAS)</p> <p>The Spice Routes</p> <p>World Trade Organization</p> <p>International Alliances</p> <p>Tokugawa Period</p> <p>Trade wars</p> <p>Tariff disputes</p> <p>International Monetary Fund</p> <p>Scramble for Africa</p> <p>Greek government-debt crisis</p> <p>Euro</p> <p>World Bank</p> <p>African Continental Free Trade Area</p> <p>Chinese closure during</p>	<p>Students will be given an international economic organization (World Bank, IMF, OPEC, etc.). They will explain the reasons for the formation of that organization as well as the impact of that organization around the world.</p> <p>Students will investigate sources related to the Oil Embargo of 1973. They will create a "break up text" from the OPEC nations to the countries targeted with the embargo. The text should include a list of reasons why OPEC nations stopped selling oil to those specific countries. Students will then write a "Thanks a lot, OPEC!" text back to the oil producing nations that includes a list of economic impacts the embargo had on the targeted countries.</p>

				<p>Ming Dynasty</p> <p>Globalization</p> <p>North American Free Trade Agreement (NAFTA)</p> <p>Organization of Petroleum Exporting Countries (OPEC)</p> <p>G20</p>	
Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.E.1.3</b> Summarize the economic activity fostered by various economic systems</p>	<p>Students must be able to show they can create a short summary or abstract (not retell) describing the kinds of economic activities that take place in different economic systems.</p>	<p>The production, consumption, and distribution of goods and services can be greatly influenced by the economic system of a nation</p> <p>The types of economic activity in a society are driven by its economic and political system</p>	<p>Economic systems must answer the basic questions:</p> <ul style="list-style-type: none"> <li>• What to produce?</li> <li>• How to produce it?</li> <li>• For whom to produce it?</li> </ul> <p>How different economic systems impact citizens' lives</p>	<p>Market economy</p> <p>Mixed economy</p> <p>Command economy</p> <p>Traditional economy</p> <p>Resource management</p> <p>Production of goods and services</p> <p>Distribution of goods and services</p> <p>Consumption of goods and services</p> <p>Capitalism</p> <p>Socialism</p>	<p>Students will read a teacher-provided article about the economy of a nation that details the kinds of economic activities practiced in that nation. Students will create a headline that summarizes the main points of the article.</p> <p>Students will Jigsaw with groups initially learning about the economic activities of different economic systems from provided texts. Then, the students will get into a mixed group and each student will have a chance to summarize</p>

				Communism Mercantilism Bartering	the economic activities of their economic system to the other students in the mixed group.
Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
7.E.1.4 Explain how competition for resources affects the economic relationship among nations	Students must be able to demonstrate an understanding of how the competition for resources affects the way nations interact with each other.	<p>The competition for scarce resources may lead to international conflicts</p> <p>Nations may engage in alliances in order to protect and access desired resources</p> <p>Nations may seek control over territories in order to gain control of resources</p>	<p>Examples of how competition for resources affects international relationships</p> <p>Examples of colonized countries and imperially dominant nations</p>	<p>Competition for Resources:</p> <ul style="list-style-type: none"> <li>● Imperialism</li> <li>● WWI</li> <li>● Haves vs Have Nots</li> <li>● WWII</li> <li>● Iran Iraq War</li> <li>● The Gulf War</li> <li>● Iraqi invasion of Kuwait</li> <li>● Crimea</li> <li>● Scramble for Africa</li> <li>● Suez Crisis</li> <li>● Panama Canal</li> <li>● Spheres of Influence</li> <li>● Belgian Congo</li> </ul> <p>International Relationships:</p> <ul style="list-style-type: none"> <li>● Trade negotiations</li> <li>● Alliances</li> <li>● World Trade Organization</li> <li>● IMF</li> <li>● North American Free Trade (NAFTA) Agreement</li> </ul>	<p>Students will create charts explaining the way European nations used Imperialism to obtain the resources they needed for their industrialization. The titles and details within the chart should be:</p> <ul style="list-style-type: none"> <li>● Who the relationship is between (mother nation and colonized nation)</li> <li>● Resources desired by the mother nation</li> <li>● Initial effect imperialistic relationship had on mother nation</li> <li>● Initial effect imperialist relationship had on colonized nation</li> <li>● Lasting effect imperialist relationship had on colonized nation</li> </ul>

				<ul style="list-style-type: none"> <li>• Organization of Petroleum Exporting Countries (OPEC)</li> <li>• G20</li> <li>• United Nations</li> <li>• Imperialism</li> <li>• Trade embargos</li> <li>• Trade wars</li> <li>• African Continental Free Trade Area</li> </ul>	Students will create a flowchart to explain how a nation/organization goes about obtaining the materials they need to create a product. The flow chart must explain how the competition for those resources influences the relationship between the nation/organization, and the nation from which the resource is taken.
Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life	<p>Students must be able to demonstrate an understanding of how geographic and political transformations in various regions of the world have been the result of practices of economic systems.</p> <p>Students must be able to demonstrate an understanding of the ways in which economic systems have led to changes in indigenous ways of life in various regions around the world.</p>	<p>The practices of economic systems may result in the exploitation of natural resources of a region</p> <p>The economic system of a society can lead to the interaction between or invasion of societies which may result in practices that exploit the culture, resources, and indigenous groups of a region or society</p>	<p>How economic systems have transformed various places around the world</p> <p>How economic systems have transformed indigenous ways of life around the world</p>	<p>Economic Systems:</p> <ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Traditional economy</li> <li>• Market economy</li> <li>• Command economy</li> <li>• Mixed economy</li> <li>• Mercantilism</li> </ul> <p>Transformations:</p> <ul style="list-style-type: none"> <li>• Imperialism in Africa</li> <li>• Triangular Trade</li> <li>• Columbian Exchange</li> <li>• Encomienda System</li> <li>• Industrialization of Japan under the</li> </ul>	<p>Students will create a storyboard that shows how colonization or imperialism has changed a colonized area and the indigenous population within the area.</p> <p>Students will create a political cartoon that will show one aspect of change for both the environment and indigenous populations caused by colonialism or imperialism. Each cartoon will then need to contain a paragraph</p>

		The economic system of a society results in use of natural resources from a region, which can have positive and/or negative consequences on the environment		<ul style="list-style-type: none"> <li>• Meiji Restoration</li> <li>• PetroChina's West-East Gas Pipeline</li> <li>• High-tech products and rare earth elements</li> <li>• McDonalidization</li> <li>• Destruction of rainforest and expulsion of tribes</li> <li>• Colonialism</li> </ul>	that explains their cartoon.
--	--	---	--	--	------------------------------

### Unpacking the Geography Objectives

**Standard 7.G.1** Understand ways in which geographical factors influence societies

**Overarching Concepts:** Geographical Factors, Society

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<b>7.G.1.1</b> Explain how push-pull factors of forced and voluntary migrations have affected societies around the world	<p>Students must be able to demonstrate an understanding of how push-pull factors of voluntary migration have affected societies.</p> <p>Students must be able to demonstrate understanding of how push-pull factors of forced migration have affected societies.</p>	<p>When people migrate to new places the ideas, traditions, and practices they take with them may contribute to the culture of their new environment</p> <p>While voluntary migrants have numerous push and pull factors influencing their decision to relocate, forced migrants typically have little or no choice</p>	<p>Examples of push-pull factors of voluntary and forced migrations</p> <p>How immigrants have affected various societies</p>	<p>Push-Pull Factors:</p> <ul style="list-style-type: none"> <li>• Religious Freedom</li> <li>• Religious Persecution</li> <li>• Educational Opportunities</li> <li>• Political Stability</li> <li>• War</li> <li>• Disease</li> <li>• Famine</li> <li>• Natural Disasters</li> <li>• Employment Opportunities</li> <li>• Oppression</li> <li>• Genocide</li> </ul> <p>Forced Migration examples:</p>	<p>Students will create a pamphlet about a cultural enclave of their choosing. This pamphlet will need to include why this particular group has ended up at their current location and the impact that enclave has had on the region they have relocated to.</p> <p>Students will create a chart that looks at several mass voluntary migrations in human history. In order to fill out this chart, students will need to identify the</p>



				<ul style="list-style-type: none"> <li>• Syrian Migrant crisis since 2011</li> <li>• Displaced peoples because of land disputes in Israel/ Palestine</li> <li>• Afghan Refugee Villages</li> <li>• Myanmar's Rohingya Crisis</li> <li>• Holocaust/ Ghettos</li> <li>• Indigenous peoples forced from home lands</li> <li>• Puritans pushed out of England</li> <li>• Trans-Atlantic Slave Trade</li> </ul> <p>Voluntary Migration Examples:</p> <ul style="list-style-type: none"> <li>• Migrant Farm Workers</li> <li>• Brain Drain</li> </ul> <p>Effects of migrations:</p> <ul style="list-style-type: none"> <li>• Ethnic Enclaves</li> <li>• Cultural Diffusion</li> <li>• Strains on government resources</li> </ul>	<p>migration, the push factors influencing it, the pull factors influencing it (if applicable) and the impact that migration has had politically, economically, and socially on the society.</p>
--	--	--	--	--	--

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.G.1.2</b> Explain reasons why societies modify and adapt to the environment</p>	<p>Students must be able to demonstrate an understanding of the causes of societies modifying their environments.</p> <p>Students must be able to demonstrate an understanding of the causes of societies adapting to their environments.</p>	<p>People may choose to alter their environments to better suit their needs and wants</p> <p>The physical geography of a place may determine how the people of a society live, work, and interact within the environment</p>	<p>Examples of human modification of the environment</p> <p>Examples of human adaptation to the environment</p> <p>Reasons why societies modify their environment</p> <p>Reasons why societies adapt to their environment</p>	<p>Modification Examples:</p> <ul style="list-style-type: none"> <li>● Agriculture</li> <li>● Roads</li> <li>● Highways</li> <li>● Deforestation</li> <li>● Mining</li> <li>● Urbanization</li> <li>● Irrigation</li> <li>● Canals</li> <li>● Dams</li> <li>● Reservoirs</li> </ul> <p>Adaptation Examples:</p> <ul style="list-style-type: none"> <li>● Clothing</li> <li>● Buildings</li> <li>● Migration</li> <li>● Diet</li> <li>● Laws</li> <li>● Kyoto Protocol</li> <li>● Renewable resources</li> </ul> <p>Reasons why people modify or adapt to environment:</p> <ul style="list-style-type: none"> <li>● Natural Disasters</li> <li>● Scarcity of resources</li> <li>● Mercantilism</li> <li>● Spheres of Influence</li> <li>● Imperialism</li> <li>● Colonization</li> <li>● Climate change</li> <li>● Erosion</li> <li>● Depopulation</li> </ul>	<p>Students will be assigned a civilization and write a speech designed to convince the people of that civilization of the changes to the natural environment that must be made, the reasons for those changes, and what the impacts will be.</p> <p>Students will pick a region/place/nation and create a slideshow of how people residing in that area have either modified the environment to meet their needs or adapted to the environment to continue living there.</p>

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.G.1.3</b> Explain the influence of demographic shifts on societies using geographic tools and data</p>	<p>Students must be able to demonstrate an understanding of the ways demographic shifts have affected societies.</p> <p>Students must be able to use the tools of a geographer to show mastery of this objective.</p>	<p>Population growth may lead to internal and/or international conflict over scarce resources</p> <p>Demographic shifts caused by changes in birth rates, deaths, infectious diseases, or migration may influence the growth and population of a society</p>	<p>Examples of demographic shifts</p> <p>How to use geographic tools</p> <p>How to analyze demographic data</p>	<ul style="list-style-type: none"> <li>● Glaciation</li> <li>● Desertification</li> </ul> <p>Examples of demographic shifts:</p> <ul style="list-style-type: none"> <li>● Aging Population</li> <li>● Changing Family Structure</li> <li>● Immigration</li> <li>● Migration</li> <li>● Changing Religious Attitudes</li> <li>● Changing Gender Roles</li> <li>● Acceptance of Marginalized Communities</li> <li>● Urban vs Rural</li> </ul> <p>Examples of geographic tools and data:</p> <ul style="list-style-type: none"> <li>● Population distribution</li> <li>● Population Pyramids</li> <li>● Population Trend Data</li> <li>● Birth Rates</li> <li>● Death Rates</li> <li>● Population Density Data</li> <li>● Census Data</li> <li>● GIS</li> </ul>	<p>Students will examine charts and graphs of population growth and decline of an assigned nation and explain how at least one to two changes impacted the society.</p> <p>Students will be given population pyramids for societies that show extremes in the data (Japan, Singapore, India, China, etc.). Students will explain what effect that shift in the age of the population will have on society.</p> <p>Students will review immigration data for a country that is rapidly developing (Brazil, China, India, Rwanda, etc.) Students will write a brief paragraph explaining the influence of those immigration trends on the development of the nation.</p>

## Unpacking the History Objectives

**Standard 7.H.1** Evaluate historical and current events from a variety of perspectives

**Overarching Concepts:** Current Events, Perspectives

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.H.1.1</b> Distinguish specific turning points of modern world history in terms of lasting impact</p>	<p>Students must decide the significance of turning points in world history based on the lasting impact of that turning point.</p>	<p>Events are identified as turning points because of the vast changes that occur as a result of them</p> <p>Some turning points can have more far-reaching impacts than others</p>	<p>Examples of turning points in modern world history</p> <p>Effects of significant turning points in modern world history</p>	<p>Industrial Revolution</p> <p>The Voyages of Zheng He</p> <p>The Columbian Exchange</p> <p>Imperialism</p> <p>The Printing Press</p> <p>The Scientific Revolution</p> <p>The Enlightenment</p> <p>Communist Revolutions of Russia and China</p> <p>The Manhattan Project</p> <p>Camp David Accords</p> <p>The Invention and Rise of the Internet and Social Media</p> <p>The Space Race</p> <p>Cold War Events:</p>	<p>Students will be shown brief video clips about various turning points in modern world history. They will analyze the information presented and select the one that had the greatest lasting impact and explain why they chose it.</p> <p>Students will analyze a political cartoon about the space race. The students will determine the important parts of the cartoon that provide evidence of the lasting impact of the space race.</p>

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.H.1.2</b> Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues</p>	<p>Students must be able to show they can create a short summary or abstract (not retell) discussing the influences of various groups on historical and current events, paying specific attention to women, indigenous, racial, ethnic, political, and religious groups.</p>	<p>Individuals and groups that may not have power within a society often still make meaningful contributions</p> <p>Marginalized groups can contribute to change and innovation within a society and internationally despite limited opportunities for social mobility</p> <p>The struggle for freedom and equality by marginalized groups can lead to achievements that benefit all</p>	<p>How women, indigenous, racial, and ethnic individuals and groups have impacted modern world history</p> <p>How political and religious groups have impacted modern world history</p>	<ul style="list-style-type: none"> <li>● Cuban Missile Crisis</li> <li>● Vietnam War</li> <li>● Berlin Wall</li> </ul> <p>Suffrage Movement in US and Great Britain</p> <p>Sepoy Rebellion of India</p> <p>Anti-Apartheid in South America</p> <p>92 Infantry Division of the US 5th Army in WWII</p> <p>Kurds fight against IS</p> <p>Hmong of Southeast Asia and their help during Vietnam</p> <p>Pan-Africanism</p> <p>Noncooperation Movements</p> <p>Innovators like Dr. Shirley Jackson, Marie Curie, Ann Tsukamoto, Ajay Bhatt, Otis Boykin, Navajo Code Talkers, Charles R. Drew, etc.</p>	<p>Students will be given articles about historical events and the roles different groups have played in those events. Students will write a headline summarizing the role various groups played in the historical event.</p> <p>Students will use primary sources to summarize the roles and impacts women, indigenous, racial, and ethnic groups have had on a specific current global issue.</p>

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.H.1.3</b> Compare individual and societal responses to globalization in various regions and societies</p>	<p>Students must be able to examine societies and individuals that have been affected by globalization.</p> <p>Students must be able to explain similarities and differences in how individuals and groups and others responded to globalization.</p>	<p>Globalization may lead individuals or societies to change their political, economic, or social agendas or systems</p> <p>Societies and individuals may respond to globalization in various ways</p>	<p>Examples of different ways in which societies are affected by globalization</p> <p>Examples of ways societies and individuals have responded to globalization</p> <p>Similarities and differences between individual and societal responses to globalization</p>	<p>Examples of effects of globalization:</p> <ul style="list-style-type: none"> <li>● Outsourcing</li> <li>● Innovation</li> <li>● Privatization</li> <li>● Cultural Diffusion</li> <li>● Expanding Markets</li> <li>● Pollution</li> <li>● Vanishing Cultures/ Traditions</li> <li>● Political Interdependence</li> <li>● Terrorism</li> <li>● Increased Communication (Shrinking World)</li> </ul> <p>Examples of responses to globalization:</p> <ul style="list-style-type: none"> <li>● Protest</li> <li>● Nationalization</li> <li>● Nationalism</li> <li>● Acceptance</li> <li>● Desire to be included in global trade</li> <li>● Terrorism</li> </ul>	<p>In groups, students will be assigned two countries, one developed and one less developed. The groups will review responses to globalization from both countries. Groups will prepare a short presentation sharing the similarities and differences in the responses to globalization from the two countries.</p> <p>Students will read articles about two different responses to globalization. Students will create a Venn diagram comparing the similarities and differences in the responses to globalization.</p>
Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.H.1.4</b> Critique the effectiveness of cooperative efforts and consensus- building among nations,</p>	<p>Students must be able to make evaluations about the effectiveness of cooperative efforts</p>	<p>Collaboration between multiple organizations is often needed to effectively address global issues</p>	<p>Examples of global cooperative efforts and consensus-building</p> <p>Examples of various</p>	<p>Humanitarian efforts worldwide</p> <p>United Nations</p>	<p>Students will read about a cooperative effort (UN, Red Cross, League of Nations, etc.) and pick a specific area or nation in</p>

<p>regions, and groups from various perspectives</p>	<p>and consensus-building among nations, regions, and groups.</p> <p>Students must be able to make these evaluations by considering various perspectives.</p>	<p>Motivations for participating in global consensus building efforts may establish how groups work together</p> <p>International cooperative efforts can have mixed results that may benefit or hinder some groups</p>	<p>perspectives of global cooperative efforts and consensus-building</p> <p>Examples of criteria used to evaluate the effectiveness of international cooperative efforts</p>	<p>World Health Organization</p> <p>Doctors without Borders</p> <p>Islamic Relief Worldwide</p> <p>Refugees International</p> <p>Berlin Airlift</p> <p>European Union</p> <p>Organization of American States</p> <p>Red Cross/Red Crescent</p> <p>League of Nations</p> <p>World Bank</p> <p>African Union</p> <p>Paris Climate Agreement</p> <p>Kyoto Protocol</p> <p>Coalition of the Willing (2003)</p> <p>Response to Natural Disasters</p>	<p>which that effort has tried to make a change. Students will evaluate that effort in terms of how effective it has been in meeting its stated goal (like a mission or vision statement) by rating it on a scale of one to three with three being the most effective. Students will explain their rating.</p> <p>Students will look at the responses of various government organizations and NGOs to natural disasters in the last 100 years. In the chart that is created, the students will look for the impact of the response, the cost of the response, and the thoughts of those who were helped by the response. Based on this information, students will judge whether or not the response was effective. If the response was effective in their eyes, the student will list what made the response effective so that others may learn from it. If the response was ineffective, the student will list what made the response</p>
--	---	---	--	---	--

Objective	Mastery of the Objective	Students will Understand	Students will Know	Example Topics	Examples of Formative Assessment
<p><b>7.H.1.5</b> Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history</p>	<p>Students must be able to demonstrate an understanding of the effects of xenophobia, disenfranchisement, ethnocentrism, and intolerance on individuals and groups. The understanding should cover not only the groups suffering from these things, but also the effects on the groups perpetuating these things.</p>	<p>Groups of people that are discriminated against in a society may try to make changes in that society</p> <p>Discriminatory behavior can lead to significant differences in power and opportunity for groups in a society</p>	<p>Examples of slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance in different societies</p> <p>How the effects of slavery, xenophobia, disenfranchisement, ethnocentrism and intolerance impact both recipients and perpetrators</p>	<p>Tiananmen Square</p> <p>Trans-Atlantic Slave Trade</p> <p>Regime Change efforts</p> <p>Apartheid</p> <p>Genocide (Holocaust, Khmer Rouge in Cambodia, Rwandan, Dafur, East Timor)</p> <p>War in Yugoslavia from 1991 to 1995</p> <p>Social Darwinism</p> <p>Encomienda system</p> <p>Immigration quotas</p> <p>Caste system</p> <p>Treatment of women</p> <p>Colonial Rule</p>	<p>Students will create a chart where they will look at an example where slavery, xenophobia, disenfranchisement, or intolerance have occurred. Students will fill in columns in the chart based on the following criteria: where the occurrence happened, list the action (slavery, xenophobia, etc.), list who perpetrated the action and why, who was impacted by the action; the lasting effect of those impacted by the action, and the lasting effect of those that perpetrated the action.</p> <p>Students will write a newspaper editorial based on the point of view of a group which has suffered from slavery, xenophobia, disenfranchisement, ethnocentrism, or intolerance. This editorial will describe the event that took place, what their feelings are about</p>



					<p>that event, and finally how they feel as if their society can move past this event to make society as a whole better.</p> <p>Students will use WeVideo or Flipgrid to create a Vlog from the perspective of a group of people who have suffered at the hands of slavery, xenophobia, disenfranchisement, ethnocentrism, or intolerance. In this vlog, the students are to tell the effects, as they see them from this perspective, that this slavery, xenophobia, disenfranchisement, ethnocentrism, or intolerance has had on them as an individual and as a group.</p>
--	--	--	--	--	--