

## 2019-2020 Grade 7 Social Studies Curriculum (Eastern Hemisphere: Africa, Asia, Europe & Oceania)

**Why Social Studies? Our big goal is to develop students' [Global Awareness](#):** Global Awareness encompasses the critical understanding of concepts that impact the world; these include, but are not limited to environmental, social, cultural, political, and economic relations. Additionally, this includes learning from and working collaboratively with individuals representing diverse populations and perspectives in a spirit of mutual respect and open dialogue. **MRMS S.S. Big Idea: Global Awareness Impacts Choices!**

<a href="#">21st Century Skills</a>	<b>Higher-Order Thinking Skills</b>	<a href="#">4Cs</a>
<a href="#">Problem Solving</a> & <a href="#">Resiliency</a>	<ul style="list-style-type: none"> <li>● Craft an argument to justify a claim and critique the reasoning of others</li> <li>● Create plausible solutions through the inquiry process by..                             <ul style="list-style-type: none"> <li>○ Identify a problem</li> <li>○ Generate questions</li> <li>○ Investigate possible solutions to the problem</li> </ul> </li> </ul>	<a href="#">Collaboration</a>
<a href="#">Systems Thinking</a>	<ul style="list-style-type: none"> <li>● Differentiate patterns of past events to hypothesize future events</li> <li>● Evaluate the factors which sustain and destroy systems</li> </ul>	<a href="#">Communication</a>
<a href="#">Civic Responsibility</a> <a href="#">Financial Literacy</a>	<ul style="list-style-type: none"> <li>● Evaluate how perspective and bias generate and shape global citizenry</li> </ul>	<a href="#">Creativity</a>  <a href="#">Critical Thinking</a>

### [2020 Colorado Department of Education: Social Studies State Standards](#)

<a href="#">State Standard #1: History</a>	<a href="#">State Standard #2: Geography</a>	<a href="#">State Standards #3 &amp; #4: Economics &amp; Civics</a>
<p><u>Guiding Question:</u> <i>How did we get here and where are we going?</i></p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>· Analyze historical sources for accuracy &amp; point of view (including: art, artifacts, written texts, charts, graphs &amp; diagrams)</li> <li>· Describe the foundation &amp; development of key historical topics of the Eastern Hemisphere</li> <li>· Describe how P.I.G.E.s (people, ideas, goods, and events) of the Eastern Hemisphere have connected and influenced us (to include: social, political, cultural, economic and technological developments)</li> <li>· Craft an argument and justify a claim on how the movement of people, ideas and goods has connected and influenced us over time.</li> </ul>	<p><u>Guiding Question:</u> <i>How has geography shaped the people and regions of the Eastern Hemisphere?</i></p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>· Read, construct and analyze thematic maps to make geographic inferences and predictions</li> <li>· Analyze and explain how humans modify, adapt to and depend on the environment of the Eastern Hemisphere</li> <li>· Analyze and describe how location &amp; physical environment of the Eastern Hemisphere influence economy, culture, and trade.</li> <li>· Investigate and analyze traits of Eastern Hemisphere culture to make both regional and global connections.</li> </ul>	<p><u>Guiding Question:</u> <i>How are you connected to the global community?</i></p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>· Compare &amp; contrast different forms of economic and governmental systems</li> <li>· Describe how a variety of nations define the rights, roles and responsibilities of citizens</li> <li>· Analyze concepts of economy, scarcity, supply, demand and price to make informed decisions</li> <li>· Identify patterns of trade, cooperation, conflict &amp; compromise amongst nations to make predictions</li> <li>· Analyze and explain what factors give certain countries economic advantages over others</li> <li>· Explain how governments and economics impact societies.</li> </ul>