

**SOCIAL STUDIES Seventh Grade (Focus: Africa, Asia, and Australia)**

<b>VALUES AND ATTITUDES</b>	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none"><li>• Life and Dignity of the Human Person</li><li>• Call to Family, Community and Participation</li><li>• Rights and Responsibilities</li><li>• Option for the Poor and Vulnerable</li><li>• The Dignity of Work and The Rights of Workers</li><li>• Solidarity</li><li>• Care for God's Creation.</li></ul>
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**DIOCESAN STRAND A Individual Development and Identity**

<b>OBJECTIVES</b>
<ul style="list-style-type: none"><li>• Recognize the importance of family life: culturally, socially, and spiritually.</li><li>• Recognize each person's call to stewardship: sharing gifts of time, talent and treasure.</li></ul>

**DIOCESAN STRAND B Citizenship and Government**

<b>OBJECTIVES</b>
<p><b>Focus: Africa, Asia, and Australia</b></p> <p>Forms of government and societies</p> <ul style="list-style-type: none"><li>• Trace the historical development of governments and assess their effects on contemporary political systems.</li><li>• Describe and discuss the effectiveness of how different types of governments carry out legislative, executive, and judicial functions.</li><li>• Identify and evaluate the ways in which governments and societies deal with issues of justice and injustice,</li><li>• Describe how governments select leaders and establish laws.</li><li>• Compare and analyze the process of selecting leaders and establishing laws to the United States.</li></ul> <p>Rights and civic responsibilities of individuals in political structures</p> <ul style="list-style-type: none"><li>• Trace the development of relationships between individuals and their governments. Evaluate changes.</li><li>• Identify various sources of citizens' rights and responsibilities, including constitutions, traditions, and religious law.</li><li>• Describe and compare rights and responsibilities of citizens in the focus continents to the United States.</li><li>• Examine and assess the rights, roles, and status of individuals, especially women.</li><li>• Explain the political organization of the focus continents.</li></ul>

Relationship of the nations of focus continents to each other and to other world nations

- Describe how nation-states interact with each other.
- Assess the role of major international organizations in the focus continents.

## **DIOCESAN STRAND C History**

### **OBJECTIVES**

#### **Focus: Africa, Asia, and Australia**

Movement of people, goods, and ideas

- Describe the patterns of and motives for migrations of people.
- Evaluate the impact on the political, economic, and social development of focus continents.
- Identify and evaluate the significance of the main commodities of trade.
- Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions.
- Assess their influence on the development of selected societies and regions in the focus continents.

Connections between historical events and contemporary issues

- Identify and evaluate historical events such as invasions, conquests, and migrations.
- Examine the causes of key historical events.
- Analyze the short- and long-range effects of key historical events.
- Interpret information about life in the US presented in graphs, charts, maps, polls, pictures, and cartoons.

Connections to North Carolina and the United States

- Identify historical movements that link North Carolina and the United States.
- Evaluate the influence of historical movements on local, state, regional, national, and international communities.
- Identify examples of cultural transmission and interaction within and among regions in focus continents.

Developments in the history and their impact today

- Identify people, symbols, and events associated with the heritage of societies in the focus continents.
- Associate an event or phenomenon in the history of African, Asian and Australian societies with current situations or practices.
- Trace an economic, political, or social development through the history of the focus continents.
- Analyze economic, social, and political situations, which involve ethical and moral dilemmas.

Influence of inventions and technology

- Explore technology from primitive tools to current personal computer.
- Relate how certain technological discoveries have changed the course of history.
- Discuss social and environmental changes that can occur from the technological discoveries.
- Forecast how technology can be managed to benefit the greatest number of people.
- Determine fundamental values and beliefs can be preserved in a technologically oriented world.

- Compare and contrast the changes that technology has brought.
- Predict future trends in technology management.

## **DIOCESAN STRAND D Geography**

### **OBJECTIVES**

#### **Focus: Africa, Asia, and Australia**

##### Geographic tools

- Answer geographic questions and analyze geographic concepts.
- Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions.
- Generate, interpret, and manipulate information from geographic tools to ask and answer questions about space and place, environment and society, and spatial dynamics and connections.
- Use geographic tools to compare data and to identify patterns, similarities and differences.

##### Relationship between physical environment and cultural characteristics

- Identify and compare key physical characteristics and evaluate their influence on the development of cultures.
- Describe and analyze the absolute and relative location of major landforms, bodies of water, and natural resources of the focus continents.
- Describe factors that influence changes in distribution patterns of population, resources, and climate in the focus regions.
- Examine and assess the significance of factors such as climate change, location of resources, and environmental challenges that influence human migration.
- Define region and identify various regions within focus continents.

##### Humans and their physical environments

- Identify and evaluate the impact of ways in which people of focus continents have used, altered, and adapted to their environments in order to meet their needs.
- Describe the environmental impact and evaluate the significance of regional activities such as deforestation, urbanization, and industrialization.
- Examine and assess the influence of the development and use of tools and technologies.
- Describe how physical patterns on the earth's surface and analyze the effects on human activities.

##### Movement of people, goods, and ideas

- Analyze the movement of people, goods, and ideas within, between, and among nations in Africa, Asia, Australia and other world areas.
- Compare ways in which people, goods, and ideas moved in the past with their movement today.
- Evaluate how changes in the movement of people, goods, and ideas have affected ways of living in Africa, Asia and Australia.

**DIOCESAN STRAND E Economics**

**OBJECTIVES**

**Focus: Africa, Asia, and Australia**

Allocation and use of economic resources

- Describe the relationship between the location of natural resources, and economic development, and analyze the impact.
- Examine the different economic systems and assess their effectiveness in meeting basic needs.
- Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services and how it impacts the standard of living.
- Analyze the effects of the unequal distribution of resources.
- Describe the relationship between specialization and interdependence.
- Analyze the influence of specialization and interdependence on the development of regional and global trade patterns.
- Distinguish between developed and developing regions.

Economic connections among North Carolina, the United States and focus continents.

- Examine the role and importance of foreign-owned businesses and trade between North Carolina and the focus continents.
- Assess the effects of foreign-owned businesses and trade on local, state, regional, and national economies and cultures.
- Describe and assess the effects of interdependence on economies.
- Evaluate the influence of invention, discoveries, and innovations on economic interdependence.

**DIOCESAN STRAND F Cultures, Customs and Diversity**

**OBJECTIVES**

**Focus: Africa, Asia, and Australia**

Contributions of individuals and cultural groups

- Describe the role and evaluate the impact of key historical figures in the focus continents.
- Describe the role of key societal groups and evaluate their impact on historical and contemporary societies of focus continents.
- Identify and assess the influence of major discoveries, innovations, and inventions.

Common characteristics of different cultures in focus continents

- Identify and analyze the concepts associated with culture such as language, religion, family, and ethnic identity.
- Examine the basic needs and wants of all human beings.
- Assess the influence of factors such as environment, values, and beliefs in creating cultural responses.
- Compare and evaluate the similarities and differences in characteristics of political, economic, religious, and social institutions.
- Identify examples of economic, political, and social changes and analyze their impact on culture.
- Assess the role, status, and social class of individuals and groups in Africa, Asia and Australia, past and present.

Major religions, ethical beliefs, and values

- Examine and analyze the impact of the major belief systems in the focus continents.
- Describe the relationship and assess the significance between cultural values and the art, architecture, music, and literature of focus continents.
- Identify examples and evaluate the importance of cultural borrowing, such as language, traditions, and technology, in the development of focus continents.
- Describe and assess the influence of the arts in focus societies.
- Evaluate the influence of beliefs, religious practices, and individuals associated with major religions in focus continents.
- Analyze economic, social, and political situations that involve ethical and moral dilemmas.

Cultural connections among North Carolina, the US, and focus continents

- Describe and analyze the role of the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States.
- Name cultural differences/rites within the Catholic Church.
- Identify customs/ethnic heritage that influence values.

## SKILLS APPLICATION

### Kindergarten through Eighth Grade

\*Skills should be applied as appropriate to the developmental stage of the student.  
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

#### APPLICATION\*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Written and oral decision making and problem-solving techniques for world issues.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/056skills>