

**RIDGECROFT SCHOOL
GRADE 7 SOCIAL STUDIES
2006-2007**

PACING GUIDE

The NC SCOS Social Studies for grades 6 and 7, goals 1-13, are addressed according to a timeline for South America, Europe (including Russia), Africa, Asia, and Australia. Students will build understanding of development and impact of countries in relation to the time and other existing civilizations.

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE(S)
FIRST GRADING PERIOD			
THE FRENCH REVOLUTION AND NAPOLEAN (1789-1815) <ul style="list-style-type: none"> • On the Eve of Revolution • Creating a New France • Radical Days • The Age of Napoleon Begins • The End of an Era 	10	Goals 1-13	TEXTBOOK: Chapter 19
THE INDUSTRIAL REVOLUTION BEGINS (1750-1850) <ul style="list-style-type: none"> • Dawn of the Industrial Age • Britain Leads the Way • Hardships of Early Industrial Life • New Ways of Thinking 	10	Goals 1-13	TEXTBOOK: Chapter 20
REVOLUTIONS IN EUROPE AND LATIN AMERICA (1790-1848) <ul style="list-style-type: none"> • An Age of Ideologies • To the Barricades! • Latin American Wars of Independence 	10	Goals 1-13	TEXTBOOK: Chapter 21
SECOND GRADING PERIOD			
LIFE IN THE INDUSTRIAL AGE (1800-1910) <ul style="list-style-type: none"> • The Industrial Revolution Spreads • The World of Cities • Changing Attitudes and Values • A New Culture 	7	Goals 1-13	TEXTBOOK: Chapter 22
NATIONALISM TRIUMPHS IN EUROPE (1800-1914) <ul style="list-style-type: none"> • Building a German Nation • Strengthening Germany • Unifying Italy • Nationalism Threatens Old Empires • Russia: Reform and Reaction 	8	Goals 1-13	TEXTBOOK: Chapter 23
GROWTH OF WESTERN DEMONCRACIES (1815-1914) <ul style="list-style-type: none"> • Britain Becomes More Democratic • A Century of Reform • Division and Democracy in France • Expansion of the Untied States 	7	Goals 1-13	TEXTBOOK: Chapter 24
THE NEW IMPERIALISM (1800-1914) <ul style="list-style-type: none"> • A Western-Dominated World • The Partition of Africa • European Challenges to the Muslin World • The British Take Over India • China and the New Imperialism 	8	Goals 1-13	TEXTBOOK: Chapter 25
THIRD GRADING PERIOD			
NEW GLOBAL PATTERNS (1800-1914) <ul style="list-style-type: none"> • Japan Modernizes • Southeast Asia and the Pacific • Self-rule for Canada, Australia, and New Zealand • Economic Imperialism in Latin America 	9	Goals 1-13	TEXTBOOK: Chapter 26

<ul style="list-style-type: none"> • Impact of Imperialism 			
<p>WORLD WAR I AND ITS AFTERMATH (1914-1919)</p> <ul style="list-style-type: none"> • The State is Set • The Guns of August • A New Kind of Conflict • Winning the War • Making the Peace 	8	Goals 1-13	TEXTBOOK: Chapter 27
<p>REVOLUTION IN RUSSIA (1917-1939)</p> <ul style="list-style-type: none"> • Two Revolutions in Russia • From Lenin to Stalin • Life in a Totalitarian State 	8		TEXTBOOK: Chapter 28
REVIEW AND ASSESSMENT	5		
FOURTH GRADING PERIOD	30 Days		
<p>NATIONALISM AND REVOLUTION AROUND THE WORLD (1914-1939)</p> <ul style="list-style-type: none"> • Struggle for Change in Latin America • Nationalist Movements in Africa and the Middle East • India Seeks Self-Rule • Upheavals in China • Empire of the Rising Sun 	10	Goals 1-13	TEXTBOOK: Chapter 29
<p>CRISIS OF DEMOCRACY IN THE WEST (1919-1939)</p> <ul style="list-style-type: none"> • The Western Democracies • A Culture in Conflict • Fascism in Italy • Hitler and the rise of Nazi Germany 	10	Goals 1-13	TEXTBOOK: Chapter 30
<p>WORLD WAR II AND ITS AFTERMATH (1931-1949)</p> <ul style="list-style-type: none"> • Aggression, Appeasement, and War • The Global Conflict: Axis Advances • The Global conflict: Allied Successes • Toward Victory • From World War to Cold War 	10	Goals 1-13	TEXTBOOK: Chapter 31
FIFTH GRADING PERIOD	30 Days		
<p>THE WORLD SINCE 1945: AN OVERVIEW (1945-PRESENT)</p> <ul style="list-style-type: none"> • The changing Political Climate • The Global Economic Trends • Changing Patterns of Life 	10	Goals 1-13	TEXTBOOK: Chapter 32
<p>EUROPE AND NORTH AMERICA (1945-PRESENT)</p> <ul style="list-style-type: none"> • The Western World: an Overview • The Western European Democracies • North American Prosperity • The Soviet Union: Rise and Fall of a Superpower • A New Era in Eastern Europe 	10	Goals 1-13	TEXTBOOK: Chapter 33
<p>EAST ASIA AND SOUTHEAST ASIA (1945-PRESENT)</p> <ul style="list-style-type: none"> • Japan Becomes a Economic Superpower • From Revolution to Reform in China • The Asian Tigers • Southeast Asia and the Pacific Rim 	10	Goals 1-13	TEXTBOOK: Chapter 34
SIXTH GRADING PERIOD	30 Days		
<p>SOUTH ASIA AND THE MIDDLE EAST (1945-PRESENT)</p> <ul style="list-style-type: none"> • Nations of South Asia • Forces Shaping the Modern Middle East • Nation Building in the Middle East: Three Cases • The Middle East and the World 	8	Goals 1-13	TEXTBOOK: Chapter 35

AFRICA (1945-PRESENT) <ul style="list-style-type: none"> • Achieving Independence • Programs for Development • Four nations: a Closer Look • Struggles in Southern Africa • Africa: Past and Present 	8	Goals 1-13	TEXTBOOK: Chapter 36
LATIN AMERICA (1945-PRESENT) <ul style="list-style-type: none"> • Forces Shaping Latin America • Latin America, the United States, and the World • Mexico, Central America, and the Caribbean • Focus on Argentina and Brazil 	9	Goals 1-13	TEXTBOOK: Chapter 37
REVIEW AND ASSESSMENT	5		

8/1/06

NC STANDARD COURSE OF STUDY

<p>The focus for seventh grade is on the continued development of knowledge and skills acquired in the fourth, fifth, and sixth grade studies of North Carolina, the United States, and Europe and South America by considering, comparing, and connecting those studies to the study of Africa, Asia, and Australia. As students examine social, economic, and political institutions they analyze similarities and differences among societies. While concepts are drawn from history and the social sciences, the primary discipline is geography, especially cultural geography. This focus provides students with a framework for studying local, regional, national, and global issues that concern them for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens.</p> <p>Strands: Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active citizenship, Global connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity.</p>
<p>GOAL 1: USE THE FIVE THEMES OF GEOGRAPHY AND GEOGRAPHIC TOOLS TO ANSWER GEOGRAPHIC QUESTIONS.</p>
<p>1.01 Create maps, charts graphs databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.</p> <p>1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.</p> <p>1.03 Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences.</p>
<p>GOAL 2: THE LEARNER WILL ASSESS THE RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND CULTURAL CHARACTERISTICS OF SELECTED SOCIETIES AND REGIONS OF AFRICA, ASIA, AND AUSTRALIA.</p>
<p>2.01 Identify key physical characteristics such as landforms, water forms, and climate, and evaluate their influence on the development of cultures in selected African, Asian and Australian regions.</p> <p>2.02 Describe factors that influence changes in distribution patterns of population, resources and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment.</p> <p>2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Africa, Asia, and Australia.</p>
<p>GOAL 3: THE LEARNER WILL ANALYZE THE IMPACT OF INTERACTIONS BETWEEN HUMANS AND THEIR PHYSICAL ENVIRONMENTS IN AFRICA, ASIA, AND AUSTRALIA.</p>
<p>3.01 Identify ways in which people of selected areas in Africa, Asia, and Australia have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.</p> <p>3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.</p> <p>3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.</p> <p>3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth's surface and analyze their effects on human activities.</p>

<p>GOAL 4: THE LEARNER WILL IDENTIFY SIGNIFICANT PATTERNS IN THE MOVEMENT OF PEOPLE, GOODS AND IDEAS OVER TIME AND PLACE IN AFRICA, ASIA, AND AUSTRALIA.</p> <p>4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economics, and social development of selected societies and regions.</p> <p>4.02 Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political, and social development of cultures and regions.</p> <p>4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economics, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in Africa, Asia, and Australia.</p>
<p>GOAL 5: THE LEARNER WILL EVALUATE THE WAYS PEOPLE OF AFRICA, ASIA, AND AUSTRALIA MAKE DECISIONS ABOUT THE ALLOCATION AND USE OF ECONOMIC RESOURCES.</p> <p>5.01 Describe the relationship between the location of natural resources and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia.</p> <p>5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia and assess their effectiveness in meeting basic needs.</p> <p>5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.</p> <p>5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.</p>
<p>GOAL 6: THE LEARNER WILL RECOGNIZE THE RELATIONSHIP BETWEEN ECONOMIC ACTIVITY AND THE QUALITY OF LIFE IN AFRICA, ASIA, AND AUSTRALIA.</p> <p>6.01 Describe different levels of economic development and assess their connections to standard of living indicators such as purchasing power, literacy rate, and life expectancy.</p> <p>6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia.</p> <p>6.03 Describe the effects of over-specialization and evaluate their impact on the standard of living.</p>
<p>GOAL 7: THE LEARNER WILL ASSESS CONNECTIONS BETWEEN HISTORICAL EVENTS AND CONTEMPORARY ISSUES IN AFRICA, ASIA, AND AUSTRALIA.</p> <p>7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p>7.02 Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long range effects on political, economic, and social institutions.</p>
<p>GOAL 8: THE LEARNER WILL ASSESS THE INFLUENCE AND CONTRIBUTIONS OF INDIVIDUALS AND CULTURAL GROUPS IN AFRICA, ASIA, AND AUSTRALIA.</p> <p>8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.</p> <p>8.02 Describe the role of key groups such as Mongols, Arabs, and Bantu and evaluate their impact on historical and contemporary societies of Africa, Asia, and Australia.</p> <p>8.03 Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.</p>
<p>GOAL 9: THE LEARNER WILL ANALYZE THE DIFFERENT FORMS OF GOVERNMENT DEVELOPED IN AFRICA, ASIA, AND AUSTRALIA.</p> <p>9.01 Trace the historical development of governments including traditional, colonial, and national in selected societies, and assess the effects on the respective contemporary political systems.</p> <p>9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies, in selected areas of Africa, Asia, and Australia carry out legislative, executive, and judicial functions, and evaluate the effectiveness of each.</p> <p>9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their influence of cultural values on their practices and expectations.</p> <p>9.04 Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.</p>
<p>GOAL 10: THE LEARNER WILL COMPARE THE RIGHTS AND CIVIC RESPONSIBILITIES OF INDIVIDUALS IN POLITICAL STRUCTURES IN ASIA.</p> <p>10.01 Trace the development of relationships between individuals and their governments in selected cultures of Asia and evaluate the changes that have evolved over time.</p> <p>10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.</p>

10.03 Describe rights and responsibilities of citizens in selected contemporary societies in Asia.
10.04 Examine the rights, roles, and status of individuals in selected cultures.
GOAL 11: THE LEARNER WILL RECOGNIZE THE COMMON CHARACTERISTICS OF DIFFERENT CULTURES IN AFRICA, ASIA, AND AUSTRALIA.
11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.
11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values and beliefs in creating different cultural responses.
11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures, and evaluate their similarities and differences.
11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.
GOAL 12: THE LEARNER WILL ASSESS THE INFLUENCE OF MAJOR RELIGIONS, ETHICAL BELIEFS, AND VALUES ON CULTURES IN AFRICA, ASIA, AND AUSTRALIA.
12.01 Examine the major belief systems in selected regions of Africa, Asia, and Australia and analyze their impact on cultural values, practices, and institutions.
12.02 Describe the relationship between cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music and literature, and assess their significance in contemporary culture.
12.03 Identify examples of cultural borrowing, such as language, traditions, and technology, and evaluate their importance in the development of selected societies in Africa, Asia, and Australia.
GOAL 13: THE LEARNER WILL DESCRIBE THE HISTORIC, ECONOMIC, AND CULTURAL CONNECTIONS AMONG NORTH CAROLINA, THE UNITED STATES, AFRICA, ASIA, AND AUSTRALIA.
13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia and evaluate their influence on local, state, regional, national, and international communities.
13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.
13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of Africa, Asia, and Australia and assess the effects on local, state, regional, and national economies and cultures.