

Carson City School District
Social Studies Curriculum Map

Seventh Grade

KEY TO PRIORITY FRAMEWORK

E = Enduring. Complex, engaging, “big ideas”, will require more in-depth knowledge.

I = Important to know and do. Students should retain detailed but not extensive knowledge.

W = Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.

Note: Nevada Social Studies Content Standards are written for grades 2, 3, 5, 8, and 12. In order to construct curriculum maps for all grade levels, the Carson City School District has applied some of the standards to other grade levels. For example, Geography Standard 1.5.1 can be found on the 4th grade map. In all cases, the number of the standard is left unchanged to allow easy reference back to the original Nevada State Content Standard. Standards labeled “CCSD” are unique to the Carson City School District.

KEY TO INTERDISCIPLINARY LINKS

C = Civics E = English Language Arts Ec = Economics G = Geography

H = History M = Mathematics S = Science He = Health

RESOURCE KEY

GMc-H = Geography: The World and Its People (Glencoe, McGraw-Hill)

BBN = Battle Born Nevada (Grace Dangberg Foundation)

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Content Organization: Nevada State Content Standards for the area of social studies are categorized within four areas: History, Geography, Civics and Economics.

History

Content Standard 1.0: Chronology – *Students use chronology to organize and understand the sequence and relationship of events.*

Content Standard 2.0: History Skills – *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis and in decision making.*

Content Standard 3.0: Prehistory to 400 CE – *Students understand the development of human societies, civilizations, and empires through 400 CE.*

Content Standard 4.0: 1 CE to 1400 – *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*

Content Standard 5.0: 1200 to 1750 – *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Content Standard 6.0: 1700 to 1865 – *Students understand the people, events, ideas and conflicts that led to the creation of new nations and distinctive cultures.*

Content Standard 7.0: 1860 to 1920 – *Students understand the importance and impact of political, economic, and social ideas.*

Content Standard 8.0: The Twentieth Century, a Changing World: 1920-1945 - *Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

Content Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990 - *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

Content Standard 10.0: New Challenges, 1990 to the Present - *Students understand the political, economic, social and technological issues challenging the world as it approaches and enters the new millennium.*

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Geography

Content Standard 1.0: The World in Spatial Terms – *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

Content Standard 2.0: Places and Regions – *Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.*

Content Standard 3.0: Physical Systems – *Students understand how physical processes shape Earth's surface patterns and ecosystems.*

Content Standard 4.0: Human Systems – *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

Content Standard 5.0: Environment and Society – *Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

Content Standard 6.0: Geographic Applications – *Students apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future.*

Content Standard 7.0: Geographic Skills – *Students ask and answer geographic questions by acquiring, organizing and analyzing geographic information.*

Civics

Content Standard 1.0: Rules and Law – *Students know why society needs rules, laws and governments.*

Content Standard 2.0: The U.S. Government – *Students know the United States Constitution and the government it creates.*

Content Standard 3.0: National and State Government – *Students can explain the relationship between the states and national government.*

Content Standard 4.0: The Political Process – *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Content Standard 5.0: Citizenship – *Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.*

Content Standard 6.0: State and Local Government – *Students know the structure and functions of state and local government.*

Content Standard 7.0: Political and Economic Systems – *Students explain the different political and economic systems in the world.*

Content Standard 8.0: International Relations – *Students know the political and economic relationship of the United States and its citizens to other nations.*

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Economics

Content Standard 1.0: The Economic Way of Thinking – *Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.*

Content Standard 2.0: Measuring U.S. Economic Performance – *Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.*

Content Standard 3.0: Functioning of Markets – *Students will demonstrate an understanding of how markets work, including and understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.*

Content Standard 4.0: Private U.S. Economic Institutions – *Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.*

Content Standard 5.0: Money – *Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.*

Content Standard 6.0: The U.S. Economy as a Whole – *Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.*

Content Standard 7.0: An Evolving Economy – *Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.*

Content Standard 8.0: The Role of Government in a Market Economy – *Students will explain the role of government in a market economy.*

Content Standard 9.0: The International Economy – *Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.*

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History

Grade: Seventh

Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.0	Content Standard: Chronology Students use chronology to organize and understand the sequence and relationship of events.			
1.8.1	Current Events: Describe how a current event is presented by multiple sources.	I		E 10.8.4 E 11.8.2
1.8.2	Chronology: Create a tiered time line.	I	GMc-H, p. 551	E 2.8.4 E 3.8.1 G 1.8.4
2.0	Content Standard: History Skills Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.			
2.8.2	Research and Analysis: Evaluate sources of historical information based on bias, credibility, cultural context, reliability, time period.	E	BBN, Ch 1	E 4.8.4 E 8.8.1 E 11.8.2

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
2.8.3	Informational Tools: Read and use informational tools, including: charts, diagrams, graphs, maps, political cartoons, photographs, tables.	E	GMc-H, GSH Sect. 1-3	E2.8.4 E 11.8.2 E 11.8.5 G 1.8.1 G 1.8.2 G 1.8.3 G 1.8.4 G 1.8.7 G 1.8.8 M5.8.1 M 9.7
3.0	Content Standard: Pre-History to 400 CE <i>Students understand the development of human societies, civilizations, and empires through 400 CE</i>			
3.8.5	Nevada: Describe the Lifestyles of Nevada’s Desert Archaic people.	I	BBN, Ch 1	G5.8.2
3.8.1	World, United States and Nevada: Explain the characteristics and environments of hunter-gatherers.	I	BBN, Ch 1	
4.0	Content Standard: 1 CE to 1400 <i>Students understand the characteristics, ideas, and significance of civilizations and religions from one CE to 1400.</i>			
4.8.3	World: Describe the origin, traditions, customs and spread of western and eastern world religions including: Buddhism, Christianity, Hinduism, Islam and Judaism.	I		
5.0	Content Standard: 1200 to 1750 <i>Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.</i>			

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
5.8.8	World and United States: Explain interactions among Native Americans, Europeans, and Africans.	E	BBN, Ch 1, 2, 8	G 2.8.3 G 6.8.1
5.8.5	Nevada: Describe the lifestyles of Nevada's Native American cultures including Northern Paiute, Southern Paiute, Washo, Western Shoshone.	I	BBN, Ch 1	G 2.8.7 G 6.8.1
5.8.6	United States and Nevada: Describe Native North American cultural regions such as Great Basin.*	I	BBN, Ch 1	G 2.8.7 G 6.8.1
5.8.7	World and United States: Describe motivations for Scandinavian and European explorations, including all water routes to Asia, trade and religion.	I	BBN, Ch 2	G 4.8.2 G 4.8.3 G 4.8.5
6.0	Content Standard: 1700 to 1865 <i>Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.</i>			
6.8.12	World and United States: Define capitalism and free market economy.	I	GMc-H, Ch 3, Sect 1	C 7.8.2 Ec3.8.1 Ec3.8.2 Ec3.8.3 Ec3.8.4 Ec6.8.2 Ec6.8.6 Ec7.8.5 Ec9.8.5
6.8.14	United States: Describe contributing factors in the development of a national identity such as railroads.*	I	BBN, Ch 3	G 2.8.4

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
6.8.17	United States and Nevada: Describe Manifest Destiny and the expansion of the United States including Oregon and California Trails, Spanish Trail, Santa Fe Trail, Central Overland Trail, Mormon Trail, Donner Party, California Gold Rush.	I	BBN, Ch 1, 2, 4	G 1.8.1 G 2.8.5; G 4.8.3 G 6.8.1
6.8.18	Nevada: Describe the contributions of the explorers and settlers in pre-territorial Nevada and their influences on the future including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.	I	BBN, Ch 2	
6.8.19	Nevada: Describe the Mormon influence on the political and economic development of pre-territorial Nevada.	I	BBN, Ch 2, 6	G 2.8.2 G 2.8.3 G 2.8.7 G 4.8.2 G 4.8.3
6.8.22	Nevada: Explain the events that led to Nevada statehood including Comstock Lode and Election of 1864.	I	BBN, Ch 4, 6	G 6.8.1
7.0	Content Standard: 1860 to 1920 <i>Students understand the importance and impact of political, economic, and social ideas.</i>			
7.8.5	United States and Nevada: Describe the Western Frontier including: communication (Pony Express, telegraph), farming and water issues, mining, ranching, transportation.	I	BBN, Ch 3, 4, 5	G 2.8.5 G 4.8.3 G 4.8.5 G 4.8.6 G 5.8.3 G 5.8.4 G 6.8.1

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
7.8.7	United States: Describe effects of industrialization and new technologies on the transformation of the United States including: communication.*	I	BBN, Ch 3, 7	G 5.8.2 G 5.8.3 G 5.8.4
7.8.13	United States: Describe the women's suffrage movement and the 19 th amendment.	I	BBN, Ch 6, 8	C 5.8.1
7.8.3	United States: Discuss the interactions between settlers and Native Americans during the western expansion, including: Ghost Dance*	W	BBN, Ch 1, 2	G 5.8.7
7.8.4	Nevada: Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.	W	BBN, Ch 1	
7.8.9	Nevada and the United States: Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.	W	BBN, Ch 1, 2, 8	
7.8.11	United States and Nevada: Describe the goals and accomplishments of labor unions in Nevada and the United States.	W		Ec 4.8.2 Ec 6.8.5
8.0	Content Standard: The Twentieth Century, a Changing World: 1920 to 1945 <i>Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.</i>			

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
8.8.5	United States and Nevada: Describe the causes and effects of the Great Depression and the New Deal on life in the United States and Nevada including: stock market crash, family life, Hoover Dam, government programs.	I	BBN, Ch 6	
8.8.8	United States and Nevada: Identify the effects of WWII on the home front in the United States and Nevada, including: end of the Great Depression, internment camps, rationing, propaganda, “Rosie the Riveter.”	I	BBN, Ch 6	
9.0	Content Standard: The Twentieth Century, a Changing World: 1945 to 1990 <i>Students understand the shift of international relationships and power as well as the significant developments in American culture.</i>			
9.8.8 CCSD	World, United States and Nevada: Identify the major issues, events and people of the modern Civil Rights movement in the United States and Nevada including: Voting rights, Grant Sawyer*	E	BBN, Ch 7	C 5.8.6
9.8.2	United States: Identify the effects of the Cold War on the United States, including: arms race and nuclear testing.	I	BBN, Ch 6	C 8.8.1 C 8.8.2 C 8.8.3
9.8.7	Nevada: Describe the impact of the United States military and atomic testing in Nevada.	I	BBN, Ch 6	G 5.8.3 G 5.8.4
9.8.13	Nevada: Describe the effects of tourism and gaming on Nevada.	I	BBN, Ch 7	G 2.8.4

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
10.0	Content Standards: New Challenges, 1990 to the Present <i>Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.</i>			
10.8.3	World United States and Nevada: Describe major world, national, and local issues, including: ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.	I	BBN, Ch 5, GMc-H, p. 464, Ch 2, Sect 1	G 2.8.4 G 4.8.1 G 4.8.2 G 4.8.8 G 4.8.10 G 5.8.6

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Geography

Grade: Seventh

Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.0	Content Standard: The World Spatial Terms <i>Students use maps, globes, and other geographic tools and technologies to locate and derive information.</i>			
1.8.6	Map Applications: Make and defend a spatial decision using basic geographic vocabulary and concepts.	E	GMc-H, Unit 1	M 1.8.7 H 1.12.2
1.8.7	Map Concepts: Recognize that countries may be grouped into both physical and political regions, such as Latin America, Oceania, East Asia, Indian subcontinent, and Europe.	E	GMc-H, Ch. 1, Units 2-9	H 2.8.3 H 3.8.3
1.8.1	Map Use: Used map elements including scale, latitude and longitude, and projection to identify and locate physical and human features in the United States and the World.	I	GMc-H, p. 1-17	H 2.8.3 H 4.8.1 H 4.8.2 H 6.8.17 S 11.8.1
1.8.4	Map Construction: Construct maps and charts to display information about human and physical features.	I		H 1.8.2 S 11.8.3
1.8.8	Map Locations: Identify prominent countries relative to region or continent and locate major cities of the world such as Beijing, Bombay (Mumbai), Buenos Aires, Cairo, Jakarta, London, Montreal, Moscow, Mexico City, Paris, Sydney and Tokyo.	I	GMc-H, p. A1-A32	H 2.8.3 H 3.8.3

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.8.2	Map Selection: Compare and contrast the characteristics and purposes of several types of maps, map projections and other geographic representations.	W	GMc-H, p. 2-12	H 2.8.3 S 11.8.2 S 11.8.3
2.0	Content Standard: <i>Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.</i>			
2.8.2	Cultural Identity: Explain how places, regions , and belief systems are important to the expression of cultural identity.	E	GMc-H, Units 2-9	E 3.8.3 E 8.8.3 H 3.8.3 H3.8.5 H 5.8.9 H 6.8.14 H 6.8.17 H 6.8.18 H 6.8.19
2.8.7	Applying Concepts of Regions: Illustrate the relationship between the physical and cultural characteristics of a region.	E	GMc-H, Ch 1, Units 2-9	H 3.8.3 H 3.8.5 H 5.8.5 H 5.8.6 H 5.8.10 H 6.8.19
2.8.3	Cultural Perspectives: Compare how cultural characteristics affect different points of view with regard to places and regions.	I	GMc-H, Ch. 1, Units 2-9	C 4.8.3 E 3.8.3 H 3.8.2 H 3.8.3 H 6.8.1 H 6.8.14 H 9.8.13 H 10.8.3

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
2.8.1	Characteristics of Places and Regions: Describe the relationship between physical and human features, such as landforms and political boundaries.	W	GMc-H, Units 2-9	
2.8.4	Impact of Technology: Describe ways in which technology affects how cultural groups use places and regions.	W	GMc-H, Units 2-9	H 6.8.1 H 6.8.14
2.8.6	Patterns of Change: Describe how and why regions change over time.	I	GMc-H, Units 2-9	H 3.8.3 H 7.8.14 H 9.8.1 S 10.8.2 S10.8.6 S12.8.1 S 17.8.2 W17.8.3 S17.8.4
3.0	Content Standard: <i>Students understand how physical processes shape earth's surface patterns and ecosystems.</i>			
3.8.1	Physical Systems: Explain how the physical processes within each of the four basic systems influence the Earth's surface.	E	GMc-H, Unit 1	S 10.8.2 S10.8.3 S10.8.4 S10.8.5 S10.8.6 S13.8.2 S13.8.4 S13.8.8

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
4.0	Content Standard: <i>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</i>			
4.8.2	Migration and Settlement: Describe the regions for human migration and settlement and explain the effects on places and cultures.	E	GMc-H, Ch. 1, Units 2, 3, 9	H 3.8.1 H 3.8.2 H 3.8.8 H4.8.3 H5.8.7 H6.8.19 H9.8.6 H10.8.3 S11.8.3
4.8.5	Economic Systems and Interdependence: Explain how the physical and human geography of regions influences their economic activities.	E	GMc-H, Ch. 1, Units 2-9	C8.8.2 Ec8.8.1 H3.8.3 H5.8.7 H5.8.11 H5.8.12 H6.8.1 H7.8.5 H9.8.6 H10.8.3 S16.8.1 S16.8.2 S16.8.3

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
4.8.9	Cooperation and Conflict: Compare how cooperation and conflict among people contribute to political, economic, and cultural divisions on Earth's surface.	E	GMc-H, Ch. 1, Units 6, 7, 13	C7.8.1 Ec9.8.2 H6.8.2 S7.8.14 H9.8.3 H9.8.9 H9.8.12 H10.8.3 S17.8.4
4.8.1	Demographic Concepts: Describe the characteristics of developing and developed countries using key demographic concepts.	I	GMc-H, Ch 3	Ec2.8.1 Ec2.8.2 H9.8.6 H10.8.3
5.0	Content Standard: <i>Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance resources.</i>			
5.8.1	Changes in the Physical Environment: Describe ways in which changes in the physical environment affect humans.	E	GMc-H, Ch. 1, Ch 10, Sect. 3, Ch. 24, Sect. 1, Ch 17, Sect. 1	H9.8.8 S10.8.2 S11.8.3 S13.8.5 S16.8.1 S16.8.4 S16.8.5 S17.8.1 S17.8.2 S17.8.3 S17.8.4

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
5.8.2	Constraints of the Physical Environment: Compare and contrast the opportunities and constraints that the physical environment places on human activity.	E	GMc-H, Ch. 27, Sect. 2, Ch 17	H3.8.1 H3.8.2 H3.8.3 H3.8.5 H4.8.1 H4.8.2 H6.8.1 H7.8.7 H8.8.6 S16.8.2 S17.8.1
5.8.4	Human Modification: Describe the changes that result from human modification of the physical environment.	E	GMc-H, p. 72, 134, 236, 342, 402, 464, 568, 672, 726	C4.8.6 H3.8.2 H4.8.2 H6.8.1 H7.8.5 H7.8.7 H8.8.2 H8.8.6 H9.8.7 H9.8.8 S16.8.5
5.8.3	Technology and the Physical Environment: Evaluate the role of technology in the human modification of the physical environment.	I	GMc-H, p. 182, 641	C4.8.6 H3.8.2 H4.8.2 H6.8.1 H7.8.5 H7.8.7 H8.8.2 H8.8.6 H9.8.7

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
5.8.5	Effects of Natural Hazards on Human Systems: Research a specific natural hazard and document its effect on human systems.	I	GMc-H, p. 28, 154, 155, 172, 177	S10.8.2 S10.8.6
5.8.6	Earth's Resources: Identify and locate examples of renewable and nonrenewable natural resources.	I	GMc-H, Ch 3, Sect 3	Ec6.8.3 H9.9.8 H10.8.3 H10.8.4 S15.8.3 S16.8.1 S16.8.2 S16.8.3
5.8.7	Management of Earth's Resources: Select a resource and evaluate different viewpoints regarding its use.	I	GMc-H, Ch 3, Sect 3	C4.8.6 Ec6.8.1 H7.8.3 S16.8.4 S16.8.5 S17.8.1 S17.8.4 S18.8.3
6.0	Content Standard: <i>Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.</i>			
6.8.2	Applying Geography in Current Events: Explain how the physical geography of a place or region can influence current events.	E		
6.8.3	Applying Geography to Contemporary Issues: Examine a contemporary issue using geographic knowledge, skills, and perspectives.	E		C4.8.6

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
6.8.4	Applying Geography to the Future: Describe several future outcomes of a geographic issue and defend one possible solution.	I	GMc-H, p. 72, 236, 568, Ch 16, Sect 2	C4.8.6 S20.8.2
7.0	Content Standard: Geographic Skills <i>Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.</i>			
7.8.4	Analyze Geographic Information: Evaluate and analyze information obtained from a variety of geographic sources.	E	GMc-H, p. 1-17	E11.8.2 H4.8.1 M5.8.1 M6 M8 M9.6 S19.8.4
7.8.5	Present Geographic Information: Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.	E	GMc-H, Units 1-9	E10.8.2
7.8.1	Ask Geographic Questions: Identify and define geographic problems and issues by asking geographic questions.	I	GMc-H, Ch 1	
7.8.2	Acquire Geographic Information: Use a variety of research skills including field work and computer resources to collect geographic information.	I	GMc-H, p. 2-17	E11.8.2 S24.8.4 S24.8.5
7.8.3	Organize Geographic Information: Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information.		GMc-H, p. 2-17	E11.8.5 H4.8.2 M4.8.4 M5.8.1 S19.8.1 S22.8.2

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Civics

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
4.0	Content Standard: The Political Process <i>Students describe the roles of political parties, interest groups, and public opinion in the democratic process.</i>			
4.8.6	Public Policy: Provide examples of contemporary public issues that may require public solutions.	I		G5.8.3 G5.8.4 G5.8.7 G6.8.3
6.0	Content Standard: State and Local Government <i>Students know the structure and functions of state and local governments.</i>			
6.8.1	Structure of State, Local and Tribal Government: Compare the organization and purpose of state, local, and tribal government.	I	BBN Ch 1, 6	Ec8.8.1
7.0	Content Standard: Political and Economic Systems <i>Students explain the different political and economic systems in the world.</i>			

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
7.8.1	Comparative Political Systems: Define the world's major political systems, including: monarchy, totalitarian dictatorship, presidential system, and communism.	I	GMc-H Ch 3, Sect 1, Ch 2-9	H8.8.1 H9.8.12
7.8.2	Comparative Economic Systems: Define the world's major economic systems, including: capitalism, mixed economy, socialism, and command economy.	I	GMc-H Ch 3, Sect 1, Ch 2-9	H6.8.12 S16.8.5
8.0	Content Standard: International Relations <i>Students know the political and economic relationship of the United States and its citizens to other nations.</i>			
8.8.1	From Individual to the World: Identify nations that play a significant role in U.S. foreign policy.	I	GMc-H, Ch 5, 6, 23	
8.8.2	Foreign Policy: Define foreign policy and describe ways nations interact diplomatically, including treaties, trade, humanitarian aid, and military intervention.	E	GMc-H, Unit 2	
8.8.3	International Organizations: Describe the purpose of the United Nations.	I		H8.8.7
8.8.4	International Organizations: List and describe non-governmental international organizations, such as the World Bank, Amnesty International, and the International Red Cross.	I		G4.8.10

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Economics

Grade: Seventh

Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
2.0	Content Standard: Measuring U.S. Economic Performance <i>Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.</i>			
2.8.1	Measuring Economic Growth: Explain gross domestic product (GDP) and how it is used to describe a country's economic output.	E		S19.8.1 H1.8.1
2.8.6	Measuring Unemployment: Identify the unemployment rate as the percentage of people in the labor force who are not working, but who are actively pursuing work.	I		M3.8.5 S19.8.1
3.0	Content Standard: Functioning of Markets <i>Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.</i>			
3.8.1	Trade is Beneficial: Give examples of markets in which people benefit from trade.	E	GMc-H ,p. 125, 637	H6.8.12

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
3.8.2	Markets Determine Prices: Explain how supply and demand function to determine market prices.	E		H2.8.3 M2.8.2 M8.4 S20.8.2
5.0	Content Standard: Money <i>Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.</i>			
5.8.1	Functions of Money: Illustrate how prices stated in money terms help people compare the value of products.	E		M9.8
6.0	Content Standard: The U.S. Economy as a Whole. <i>Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.</i>			
6.8.2	Resource Allocations: Explain how consumer and producer reactions to price changes affect resource allocation.	E		
6.8.3	The Nation's Production Level: Explain how the current utilization of a productive resource affects the availability of that resource in the future.	I	P. 236, 568, Ch.5 Sect 2,	G5.8.6 H7.8.7 S16.8.2

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
7.0	Content Standard: An Evolving Economy <i>Students will demonstrate an understanding of how investment, entrepreneurship, competition and specialization lead to changes in an economy's structure and performance.</i>			
7.8.1	Investment: Explain how investment improves standards of living by increasing productivity.	E	Ch 23 Sect 2	H6.8.1 H10.8.1
7.8.5	Competition: Illustrate how competition among sellers decreases prices, while competition among buyers increases prices.	E		H6.8.12
7.8.6	Specialization: Give examples of how specialization is facilitated by trade.	E	Chapter 16 Sect 4	
8.0	Content Standard: The Role of Government in a Market Economy <i>Students will explain the role of government in a market economy.</i>			
8.8.1	Public Goods: Give examples of the kinds of goods and services that government provides.	I	Ch 24 Sect 2	C6.8.1
8.8.2	Externalities: Give examples of activities that benefit participants, yet harm non-participants.	I	P 236	
8.8.3	Redistributing Income: Identify methods by which government redistributes income.	I		C2.5.3 H8.8.6
8.8.4	Property Rights: Give examples of ways government protects property.	I		C1.5.1

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
9.0	Content Standard: The International Economy <i>Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.</i>			
9.8.1	International Trade: Explain how governments use tariffs or quotas to restrict trade.	I		C2.8.3 G4.8.6
9.8.2	Interdependence: Describe how economic interdependence among countries affects standards of living in those countries.	I		C8.8.1 G4.5.5 G4.8.7
9.8.4	Exchange Rates: Compute prices of U.S. products in terms of other countries' currencies.	I		G4.8.7 M1.8.2 M8.4
9.8.5	Personal Economics: Identify goods that would not be readily available in U.S. stores if there were no international trade.			