



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Social Studies



## 7<sup>th</sup> GRADE

### **Peoples, Places, And Cultures in Africa, Asia, and the Southwest Pacific**

*Students in Grade 7 study the regions and nations of Africa, Asia, and the Southwest Pacific, including historical, geographical, economic, political, and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania).*

The Archdiocese of Washington's Academic Standards for social studies are organized around five content areas. The content area Standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed underneath each Standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

#### **Standard 1 — History**

Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.

#### **Standard 2 — Civics and Government**

Students will trace the historic development of different forms of government and compare various contemporary governments in Africa, Asia, and the Southwest Pacific.

#### **Standard 3 — Geography**

Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

#### **Standard 4 — Economics**

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.

#### **Standard 5 — Individuals, Society, and Culture**

Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.



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### **Standard 1 – History**

*Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to early modern times.*

#### **Historical Knowledge**

- 7.1.1 Explain the rise of early civilizations in the river valleys of the Tigris and Euphrates in Mesopotamia and along the Nile in Northeastern Africa, including Egypt and Kush.
- 7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy~.
- 7.1.3 Compare the early civilizations of the Indus River Valley in South Asia with the Huang-He of China.
- 7.1.4 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- 7.1.5 Explain the importance of early trade routes in the eastern Mediterranean, India, and China, including the early Silk Road.
- 7.1.6 Describe the extent and influence of Muslim civilization, including political organization, the growth of cities, the development of trans-Saharan and other trade routes, and scientific and cultural contributions to other cultures of the time.
- 7.1.7 Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai, and the importance of historic political and trading centers, such as Timbuktu.
- 7.1.8 Describe developments in agriculture, technology, and commerce during the Tang and Song Dynasties in China.
- 7.1.9 Explain how Mongol rulers of China extended the Empire and both adapted to and changed Chinese culture.
- 7.1.10 Describe advances in Chinese society under the Ming Dynasty, including agriculture, art, architecture, navigation, and public administration through the scholar-official class.
- 7.1.11 Explain how Japan became more independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.
- 7.1.12 Describe the development of Japanese court life, the shogunate and warrior class system, feudalism, and the rise of military society.
- 7.1.13 Trace the voyages of exploration from Europe that resulted in colonization of parts of Asia and the Southwest Pacific.

Example: Imperial rule of Indonesia by the Dutch, of the Philippines by the Spanish, colonization and settlement in Australia and New Zealand by the British, and of islands in Oceania by the British and French.



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7.1.14 Identify European nations that colonized Asia and Africa.

Example: The Portuguese in Africa and Southern Asia, the British in India, the Russians in Central Asia, and the French in Northern and Western Africa.

- theocracy: government by priests or a monarch presumed to be divine

#### **Chronological Thinking, Comprehension, Analysis, and Interpretation**

7.1.15 Develop and compare timelines that identify major people, events, and developments in the history of the individual civilizations and/or countries that comprise Africa, Asia, and the Southwest Pacific.

7.1.16 Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa, Asia, and the Southwest Pacific.

7.1.17 Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.

7.1.18 Analyze cause-and-effect relationships, bearing in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.

7.1.19 Analyze multiple perspectives on a current event relating to Africa, Asia, or the Southwest Pacific. Read and examine more than one account of the event and distinguish between statements of opinion and statements of fact.

#### **Research Capabilities**

7.1.20 Form and respond to historical questions and use a variety of information resources\* to find and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.

\* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

#### **Issues-Analysis, Decision-Making, Planning, and Problem Solving**

7.1.21 Identify and evaluate solutions and alternative courses of action chosen by people to resolve problems confronting people in Africa, Asia, and the Southwest Pacific. Consider the information available, interests of those affected by the decision, and consequences of each course of action.



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### **Standard 2 – Civics and Government**

*Students will trace the historic development of different forms of government and compare various contemporary governments in Africa, Asia, and the Southwest Pacific.*

#### **Foundations of Government**

7.2.1 Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific.

Example: Australia, India, South Africa.

7.2.2 Identify principles and practices of democracy in current governments of Africa, Asia, and the Southwest Pacific by such countries as India, Japan, the Republic of South Africa, and New Zealand.

#### **Functions of Government**

7.2.3 Compare the parliamentary democracies of Australia and New Zealand with government in the United States in terms of distribution of powers, limited government, the rule of law, and individual rights.

7.2.4 Identify different forms of government in Africa, Asia, and the Southwest Pacific, which include examples of limited/unlimited government.

Example: Representative democracy, parliamentary democracy, republic, dictatorship, monarchy.

#### **Roles of Citizens**

7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia, and the Southwest Pacific.

Example: Compare methods of voting, participation in voluntary organizations of civil society, and participation in government.

#### **International Relations**

7.2.6 Explain how African, Asian, and Southwest Pacific nations interact with each other.

Example: Trade, diplomacy, treaties and agreements, humanitarian aid, economic incentives and sanctions, and the threat and use of military force.

7.2.7 Describe different sources of authority and power of government in African, Asian, and Southwest Pacific countries.

Example: Tradition, religion, force, constitution, consent of the governed.

7.2.8 Assess the extent of democracy and observance of human rights in various African, Asian, and Southwest Pacific countries.

7.2.9 Use data gathered from a variety of information resources\* to research current political trends and events in African, Asian, and Southwest Pacific countries.

\* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations



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### **Standard 3 – Geography**

*Students will explain how Earth/sun relationships affect the atmospheric and oceanic circulation systems, the seasons, and climate, and explain global time zones and their relation to longitude. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.*

#### The World in Spatial Terms

- 7.3.1 Explain the role of Earth/sun relationships in influencing the climate and ecosystems of Asia, Africa, and the Southwest Pacific.
- 7.3.2 Use different map projections and compare the way they represent the Eastern Hemisphere.
- 7.3.3 Use four spatial map elements (point, line, area, and volume) to interpret information on maps, globes, and Geographic Information Systems (GIS)\*.

\* Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information

#### Places and Regions

- 7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.
- 7.3.5 Identify and compare physical and cultural sub-regions of Africa, Asia, and the Southwest Pacific.

#### Physical Systems

- 7.3.6 Locate and map the climate regions of the Eastern Hemisphere and explain how and why they differ.
- 7.3.7 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition\*) and those that wear away at Earth's surface (erosion).
- 7.3.8 Identify and explain the distribution of ecosystems in Africa, Asia, and the Southwest Pacific in terms of climate and land form patterns.
- 7.3.9 Explain why specific areas of Africa, Asia, and the Southwest Pacific have major petroleum and mineral deposits and describe the physical processes that resulted in deposits in these locations.  
Example: The central plateau of Africa has a large part of the world's industrial minerals, such as copper, cobalt, and diamonds.
- 7.3.10 Describe the restrictions that climate and land forms place on land use in regions of Africa, Asia, and the Southwest Pacific, and be able to discern how patterns of population distribution reflect these restrictions.

\* alluvial deposition: the deposit of dirt and debris caused by the flow of water



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#### Human Systems

- 7.3.11 Give reasons why rates of population growth and life expectancy vary among countries in Africa, Asia, and the Southwest Pacific.
- 7.3.12 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income in Africa, Asia, and the Southwest Pacific.
- 7.3.13 Use maps, charts, and graphs to compare rural and urban populations in selected countries.

#### Environment and Society

- 7.3.14 Analyze historical maps and give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in Asia, Africa, and the Southwest Pacific.
- 7.3.15 Use a variety of information resources\* to identify current issues related to natural resources in selected countries in Africa, Asia, and the Southwest Pacific, and examine contrasting perspectives on these issues.

\* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations

#### Uses of Geography

- 7.3.16 Develop maps of Africa, Asia, and the Southwest Pacific in different historical periods showing political divisions and major physical and cultural features.

### **Standard 4 – Economics**

*Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.*

- 7.4.1 Give examples of trade between countries in Africa, Asia, and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living.  
Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.
- 7.4.2 Identify economic connections between the local community and the countries of Africa, Asia, or the Southwest Pacific.
- 7.4.3 Illustrate how international trade requires a system for exchanging currency between and among nations.
- 7.4.4 Describe why and how different economic systems\* (traditional\*, command\*, market\*, mixed\*) in countries of Africa, Asia, and the Southwest Pacific answer the basic economic questions: What to produce? How to produce? For whom to produce?



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- 7.4.5 Explain how banks and other financial institutions channel funds from savers to borrowers and investors in Africa, Asia, and the Southwest Pacific.
- 7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)\* per capita as an indicator.
- 7.4.7 Describe ways that people can increase individual human capital.  
Example: Acquiring knowledge and skills through education or training.
- 7.4.8 Identify situations in which the actions of consumers and producers in Asia, Africa, and the Southwest Pacific are helpful “spillovers” or harmful “spillovers” to people inside and outside a country who are not directly involved in the consumption or production of a product.  
Example: A helpful “spillover” might be education. We all are better off if we have an educated workforce. A harmful “spillover” might be air or water pollution from production of a product. Even those who do not consume the product are hurt by pollution.
- 7.4.9 Research how individuals save and invest in different countries of Asia, Africa, and the Southwest Pacific compared to the United States.

\* economic systems: the ways that people allocate economic resources, goods, and services

\* traditional economy: an economy in which resources are allocated based on custom and tradition

\* command economy: an economy in which resources are allocated by the government or other central authority

\* market economy: an economy in which resources are allocated by individuals

\* mixed economy: an economy in which resources are allocated by some combination of traditional, command, or market systems

\* Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year

### **Standard 5 – Individuals, Society, and Culture**

*Students will examine the role of individuals and groups in societies of Africa, Asia, and the Southwest Pacific, identify connections among cultures, and trace the influence of cultures of the past on present societies. They will also analyze patterns of change, including the impact of scientific and technological innovations and examine the role of artistic expression in selected cultures.*

- 7.5.1 Compare and contrast how social institutions, including the family, religion, education, government, and the economic system, influence individual behavior in different societies in Africa, Asia, and the Southwest Pacific in the past and present.

Example: Compare ideas regarding individual responsibility in Confucianism and Buddhism, or compare the role of the individual in family life in selected cultures.



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- 7.5.2 Explain the term social status\*; describe how this concept helped to determine individual roles in African, Asian, and Southwest Pacific societies in the past; and compare with ideas about social status today.
- Example: Identify the various levels of society in ancient Egypt, and compare them with levels of Egyptian society today.
- 7.5.3 Give examples of specific changes in societies in Africa, Asia, and the Southwest Pacific as a result of cultural diffusion\* in the past and present.
- Example: Trace the spread of Islam to areas of Africa and Asia during the Middle Ages or the spread of European languages to the Southwest Pacific and parts of Asia and Africa during the period of European exploration and colonization.
- 7.5.4 Examine the impact of cultural change brought about by technological inventions and innovations in the past and present.
- Example: Trace the technology of papermaking from its origins in China in about 100 C.E., to its spread to the Middle East, Africa, and Europe in the Middle Ages, and speculate about its possible impact.
- 7.5.5 Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese calligraphy.
- 7.5.6 Identify major languages spoken in areas of Asia, Africa, and the Southwest Pacific, and give examples of how language, literature, and the arts have contributed to the development and transmission of culture.
- 7.5.7 Define the term *ethnocentrism*\* and give examples of how this attitude can lead to cultural misunderstandings.
- Example: Traders and explorers in the past tended to consider the cultures they encountered as inferior. They may, in turn, have been considered inferior by the people they encountered.
- 7.5.8 Use a variety of information resources\* to identify examples of present conflicts between cultural groups or nations and analyze the historical and geographical background of such conflicts.
- Example: Use newspapers, magazines, CD-ROMs, and Web sites to gather information about the historical, religious, and territorial origins of the conflict between Israelis and Palestinians.
- 7.5.9 Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.

\* social status: the position a person has in a society

\* cultural diffusion: the spread of ideas from one culture to another

\* ethnocentrism: the attitude that one's own culture is superior to any other culture

\* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations