

Seventh Grade U.S. History

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Seventh Grade World History

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Seventh Grade Geography

*(Application) 7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.

I can choose from the appropriate tools to interpret geographical information. G.1.1.

Tools: map, textbook, atlas, almanac, internet sites (statistical data, historical data, cultural data), GPS, GIS, and globes.

*(Application) 7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps.

I can locate specific places on a map. G.1.2.

I can use the compass rose to figure the directions on a map. G.1.2.

I can use the scale of miles / kilometers to calculate distance on a map. G.1.2.

I can identify physical and political features on a map based on shape. G.1.2.

*(Application) 7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.

I can recognize and describe the cultural features of a specific place and/or region. G.1.3.

I can recognize and describe the physical features of a specific place and/or region. G.1.3.

*(Application) 7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.

I can describe how people are spread out over an area. G.1.4.

I can describe how a population grows according to birth rate and death rate. G.1.4.

I can describe the cultural features of groups of people. G.1.4.

*(Application) 7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.

I can describe how natural disasters alter physical features of an area. G.2.1.

I can describe how climatic changes alter physical features of an area. G.2.1.

*(Analysis) 7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment.

I can describe how people alter the environment. G.2.2.

I can describe how cultural development has led to different human/environment interaction practices across the globe. G.2.2.

*(Analysis) 7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns.

I can describe how the physical features and resources of a place influence how and why people choose to live in one place over another. G.2.3.

*(Synthesis) 7.G.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.

I can describe how human migration influences decisions made by political leaders. G.2.4.

I can describe how human migration affects the natural environment. G.2.4.

I can describe how human migration from one region to another affects both regions. G.2.4.

7G 2.4. a Students are able to explain the concept of culture.

I can explain why human culture is the primary causal factor in the world.

I can explain what a material culture trait is.

I can explain what a non-material culture trait is.

I can explain the concept of Culture Region.

I can define toponym.

I can explain how toponyms provide information about a place.

I can describe a functional region.

I can describe a formal region.

I can explain how areas can be divided into regions based on culture traits, such as language or religion.

I can explain the concept of Cultural Diffusion.

I can explain the concept of Cultural Isolation.

I can explain the concept of Cultural Access.

I can explain the concept of Cultural Ecology.

I can describe the affect of pollution on the environment.

- I can explain the concept of Cultural Resource Perspective.
- I can explain the concept of Cultural Integration.
 - I can explain how new technologies modify pre-existing culture traits.
 - I can explain how new ideas modify pre-existing culture traits.
- I can explain the concept of Cultural Landscape.
 - I can describe the differences between a pristine environment and one modified by human activity.
- I can explain why culture determines human behavior, not the environment.
- I can explain why learned human behavior is the causal factor behind human environmental modification.
- I can describe how peoples who live in different places, under different circumstances, have developed separate cultures.

Seventh Grade Geography Performance Descriptors

Seventh grade students performing at the advanced level will:

- interpret how physical location relates to the environment and impacts the settlement pattern of a region;
- explain how human migration impacts politics, the environment, and regions;
- extrapolate regional characteristics with the global environment.

Seventh grade students performing at the proficient level will:

- select appropriate resources, data services, and geographic tools to interpret information;
- apply location, direction, size, and/or shape to maps;
- identify characteristics of various locations, places, and regions;
- identify population distribution, growth rates, and characteristics of human populations;
- identify natural environmental changes that impact regions and settlement patterns;
- identify how humans impact and are affected by the natural environment;
- identify how human migration impacts politics, the environment, and regions.

Basic Seventh grade students performing at the basic level will:

- apply location, size, and/or shape to maps;
- list characteristics of various locations, places, and regions;
- identify natural environmental changes that impact regions and settlement patterns.

Identify that learned human behavior, determines how humans interact with the environment.
The environment does not determine human behavior.

Seventh Grade Civics (Government)

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

(Analysis) 7.C.1.1. Students are able to describe how government impacts the characteristics of place.

I can describe how government influences physical and cultural features of a place. C.1.1.

(Comprehension) 7.C.1.2. Students are able to identify historical events that impacted individual governments.

I can describe how events in history have influenced individual governments. C.1.2.

(Synthesis) 7.C.2.1. Students are able to describe how citizens impact social and political issues.

I can describe how a member(s) of a society may influence the actions of their community. C.2.1.

I can describe how a member(s) of a society may influence the decisions of political leaders. C.2.1.

Seventh Grade Civics (Government) Performance Descriptors

Advanced Seventh grade students performing at the advanced level will:

- compare and contrast governments and their influence on regions.

Seventh grade students performing at the proficient level will:

- describe how government impacts the characteristics of place;
- identify historical events that impacted individual governments;
- describe how citizens impact social and political issues.

Seventh grade students performing at the basic level will:

- identify roles of government within a country;
- identify examples of citizens impacting social and political issues.

Seventh Grade Economics

Note: In most districts these standards will be taught and learned in grade-level courses as they relate to the topics of World History in Grade 6, Geography in Grade 7, and U.S. History in Grade 8.

Note: Some South Dakota middle schools offer personal finance as a required or elective course. If not addressed in another course of study, middle schools may provide an understanding of concepts related to personal finance in the context of the economics goal.

(Analysis) 7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.

I can describe how the amount of available resources will make it easy or difficult for humans to survive. E.1.1.

(Application) 7.E.1.2. Students are able to describe how economic activity affects standard of living.

I can describe how industry and trade affects the quality of life of people as based on income. E.1.2.

(Application) 7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.

I can describe how worldwide business and industry is hurt or helped by trade practices. E.1.3.

(Analysis) 7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.

I can describe how technologies influence the wealth of a place or region. E.1.4.

(Application) 7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.

I can describe how the rules and regulations of different countries' governments determine economic practices. E.1.5.

Seventh Grade Economics Performance Descriptors

Seventh grade students performing at the advanced level will:

- explain how the United States economy impacts the global market;
- describe the importance of technology's impact on different economic systems.

Seventh grade students performing at the proficient level will:

- explain how the availability of resources provides for or challenges human activities and affects standard of living;
- describe how technology affects the economic development of places and regions;
- describe the relationship between government and economic systems.

Seventh grade students performing at the basic level will:

- define standard of living;
- identify how technology has changed a place;
- list two economic systems.