

Seventh Grade Geography
Grade Standards, Supporting Skills, Assessments, and Resources

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Application)	7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.	Ability to use atlases, globes, almanacs, thematic maps, satellite images, topographic maps, GPS, GIS, graphs, charts and tables. Explain the Five Themes of Geography		
(Application)	7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps.	Determination of South Dakota's location relative to neighboring states Ability to apply the geographic theme of Location.		
(Application)	7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.	<ul style="list-style-type: none"> • Identify physical geographic regions as impacted by climate. • Describe the basics of climate to understand the physical settings of various regions. Ability to apply the geographic themes of Place and Region.		

(Application)	7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.	<ul style="list-style-type: none"> Identify the characteristics and the distribution of population both locally and in other parts of the world. Describe the demographic structure of a population. <p>Ability to recognize and explain reasons for variation in population distribution.</p> <p>Ability to apply the geographic theme of Movement.</p>		

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessment	Resources
(Application)	7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.	<p>Ability to demonstrate the causes and effects of both natural disasters and climactic change.</p> <p>Ability to apply the geographic themes of Movement and Human/Environment</p>		

		Interaction.		
(Analysis)	7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment.	<p>Ability to understand and explain the impact of humans on the environment.</p> <p>Ability to recognize how humans adapt to their changing environment.</p> <p>Ability to apply the geographic theme of Human/Environment Interaction.</p>		
(Analysis)	7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns.	<p>Ability to recognize not only the physical, and climactic features of various environments, but also the availability of resources within them.</p> <p>Ability to the geographic themes of Movement and Human/Environment Interaction.</p>		

(Synthesis)	<p>7.G.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.</p> <ul style="list-style-type: none"> Describe the institutions found within a society. 	<ul style="list-style-type: none"> Identify the causes of human migration. Describe regional and local settlement patterns. Describe how cultures and cultural landscapes change. <p>Ability to apply the geographic themes of Movement and Region.</p>		
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**Seventh Grade Geography
Performance Descriptors**

Advanced	<p>Seventh grade students performing at the advanced level will:</p> <ul style="list-style-type: none"> 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.
Proficient	<p>Seventh grade students performing at the proficient level will:</p> <ul style="list-style-type: none"> 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;

	<ul style="list-style-type: none"> • identify how human migration impacts politics, the environment, and regions.
Basic	<p>Seventh grade students performing at the basic level will:</p> <ul style="list-style-type: none"> • 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.

**Seventh Grade Civics (Government)
Grade Standards, Supporting Skills, Assessments, and Resources**

Note: 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.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	7.C.1.1. Students are able to describe how government impacts the characteristics of	Ability to explain the effect of laws, government policy, and political boundaries on the physical and		

	place.	<p>human features of a place.</p> <ul style="list-style-type: none"> • <i>Match</i> forms of governments with their countries. <p>Ability to explain the characteristics of the following governance systems: democracy in the U.S.; constitutional monarchy in Canada; dictatorship in Cuba.</p> <p>Ability to apply the geographic theme of Place.</p>		
(Comprehension)	7.C.1.2. Students are able to identify historical events that impacted individual governments.	<p>Ability to demonstrate an understanding of how European colonization influenced the development of individual governments in the western hemisphere.</p> <p>Ability to demonstrate an understanding of cause and effect connections between major events and governmental dynamics.</p>		

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy	Standard	Supporting Skills	Assessments	Resources
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Level				
(Synthesis)	7.C.2.1. Students are able to describe how citizens impact social and political issues.	Ability to explain the methods citizens use to influence social and political issues, such as voting.		

**Seventh Grade Civics (Government)
Performance Descriptors**

Advanced	Seventh grade students performing at the advanced level will: <ul style="list-style-type: none"> • compare and contrast governments and their influence on regions.
Proficient	Seventh grade students performing at the proficient level will: <ul style="list-style-type: none"> • describe how government impacts the characteristics of place; • identify historical events that impacted individual governments; • describe how citizens impact social and political issues.
Basic	Seventh grade students performing at the basic level will: <ul style="list-style-type: none"> • identify roles of government within a country; • identify examples of citizens impacting social and political issues.

**Seventh Grade Economics
Grade Standards, Supporting Skills, Assessments, and Resources**

Note: 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: 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.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
(Analysis)	7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.	<ul style="list-style-type: none"> • Ability to explain the use, distribution, and importance of resources • Ability to identify and explain different viewpoints with respect to resource use <p>Ability to apply the geographic theme of Human/Environment Interaction.</p>		
(Application)	7.E.1.2. Students are able to describe how economic activity affects standard of living.	<p>Ability to demonstrate knowledge of what 'economic activity' entails.</p> <p>Ability to demonstrate knowledge of what comprises</p>		

		<p>‘standard of living.’</p> <p>Ability to explain the relationship between education and income.</p>		
(Application)	7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.	<p>Ability to demonstrate and understanding of what a tariff is, as well as how they affect trade between nations.</p> <p>Ability to explain how and why trade agreements are reached; such as NAFTA and the European Union.</p>		
(Analysis)	7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.	<p>Ability to explain the causal connection between new technologies and economic development.</p>		
(Application)	7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.	<p>Ability to demonstrate an understanding of how exchange rates impact trade between nations.</p> <p>Ability to explain the aspects of various governmental systems, such as democracy and communism.</p> <p>Ability to explain the aspects of</p>		

		<p>various economic systems such as capitalism and socialism.</p> <p>Ability to explain how a county's governmental system influences its economic system and vice versa.</p>		
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**Seventh Grade Economics
Performance Descriptors**

Advanced	Seventh grade students performing at the advanced level will: <ul style="list-style-type: none">• explain how the United States economy impacts the global market;• describe the importance of technology's impact on different economic systems.
Proficient	Seventh grade students performing at the proficient level will: <ul style="list-style-type: none">• 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.
Basic	Seventh grade students performing at the basic level will: <ul style="list-style-type: none">• define standard of living;• identify how technology has changed a place;• list two economic systems.