

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 7 Social Studies
GRADE LEVEL: Grade 7
PREREQUISITES: None

COURSE DESCRIPTION: Seventh grade Social Studies focuses on the development of civilizations from the Middle Ages to the Age of Exploration. The student should gain an understanding of culture and develop an appreciation for the contributions from past civilizations.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 7 Social Studies program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Explain the changing nature of society.
State how personality and socialization impact the individual.
Identify the influences on individual and group behavior and group decision making.
Summarize the process of how humans develop, learn, adapt to their environment, and internalize their culture.
Identify current social issues to determine how the individual is able to formulate opinions and respond to those issues.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: Identify factors that create patterns of interdependence in the world economy.

Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmarks: Utilize geographic tools to locate and analyze information about people, places, and environments.
Explain how geographic and human characteristics create culture and define regions.
Describe how physical processes and human actions modify the environment and how the environment affects humans.



Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

- Benchmarks:
- Recognize historical patterns, periods of time and the relationships among these elements.
 - Explain how and why people create, maintain or change systems of power, authority, and governance.
 - Identify the role of culture and cultural diffusion on the development and maintenance of societies.
 - Identify the role of individuals and groups within a society as promoters of change or the status quo.
 - Explain the effect of economic needs and wants on individual and group decisions.
 - State the effects of geographic factors on historical events.
 - Summarize the role of innovation on the development and interaction of societies.
 - Analyze cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

- Benchmarks:
- Describe how various political systems throughout the world define the right and responsibilities of the individual.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

- Benchmarks:
- Analyze primary and secondary sources.
 - Apply knowledge of text structures and text features.
 - Write arguments and informative/explanatory text focused on discipline specific content.
 - Produce and distribute writing from discipline specific content.
 - Research to communicate discipline specific content.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 7 SOCIAL STUDIES**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Explain the changing nature of society.

Indicators: Identify how various institutions influence elements of culture.
Explain that a large society may be made up of many groups, and these groups may contain many different subcultures.

Benchmark: State how personality and socialization impact the individual.

Indicators: Identify the influence of perception, attitudes, values, and beliefs on personal identity.
Evaluate how family, gender, ethnicity and socioeconomic factors contribute to personal identity.

Benchmark: Identify the influences on individual and group behavior and group decision making.

Indicators: Define how role, status and social class affect interaction of individuals and social groups.
Identify how the various factors affect decisions that individuals make.

Benchmark: Summarize the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Indicators: Explain the contributions of values, language, beliefs and behaviors to the spread of culture.
Describe how behavior is affected by family, community and life experience.

Benchmark: Identify current social issues to determine how the individual is able to formulate opinions and respond to those issues.

Indicators: Describe group and institutional influences on people, events and elements of



culture.

Examine how personal values influence the types of conclusions people make.

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Identify factors that create patterns of interdependence in the world economy.

Indicators: Identify the impact of imported and exported goods and services in the local community.
Recognize the concepts of free trade and trade barriers.

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Utilize geographic tools to locate and analyze information about people, places, and environments.

Indicators: Identify the characteristics and purposes of geographic tools and representations of the earth.
Explain geographic relationships such as population density and distribution patterns.

Benchmark: Explain how geographic and human characteristics create culture and define regions.

Indicators: Identify human and physical characteristics of a place.
Analyze the concept of region.

Benchmark: Describe how physical processes and human actions modify the environment and how the environment affects humans.

Indicators: Describe how humans depend on their environment.
Recognize major processes that shape the physical environment.

Standard IV. Investigate historical interactions to determine the development and evolution of societies.

Benchmark: Recognize historical patterns, periods of time and the relationships among these elements.

Indicators: Identify historical periods and patterns of change within and across cultures.
Define concepts such as chronology, change and conflict.

Benchmark: Explain how and why people create, maintain or change systems of power,



authority, and governance.

Indicators: Identify political events that shaped the development of governments.
Summarize the patterns of nationalism.

Benchmark: Identify the role of culture and cultural diffusion on the development and maintenance of societies.

Indicators: Analyze ways groups, societies, and cultures have met human needs and concerns in the past.
Explain how language and religion influence culture.

Benchmark: Identify the role of individuals and groups within a society as promoters of change or the status quo.

Indicators: Recognize significant events and people in the major eras of history.
Identify how specific individuals have had an impact on history.

Benchmark: Explain the effect of economic needs and wants on individual and group decisions.

Indicators: Interpret reform, revolution and social change in the world economy.
Explain the importance of imports and exports.

Benchmark: State the effects of geographic factors on historical events.

Indicators: Recognize geography is used to interpret the past.
Identify how physical and human geographic factors have influenced historical events.

Benchmark: Summarize the role of innovation on the development and interaction of societies.

Indicators: Recognize the impact of new inventions and technological developments in various regions of the world.
Describe how technology has influenced the course of history.

Benchmark: Analyze cause and effect relationships and other historical thinking skills in order to interpret events and issues.

Indicators: Examine relationships between and among significant events.
Explain how and why events may be interpreted differently by various groups.

Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.



Benchmark: Describe how various political systems throughout the world define the right and responsibilities of the individual.

Indicators: Identify the essential characteristics of different types of governments.
Express the role of government's impact on individual rights.

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Analyze primary and secondary sources.

Indicators: Determine the central ideas or information of a primary or secondary source.
Compare the relationship between a primary and secondary source on the same topic.

Benchmark Apply knowledge of text structures and text features.

Indicators: Integrate visual information with other information in print and digital text.
Identify key steps in a text's description of a process related to social studies.

Benchmark: Write arguments and informative/explanatory text focused on discipline specific content.

Indicators: Develop the topic with relevant well-chosen facts and examples.
Use precise language and vocabulary to explain the topic.

Benchmark: Produce and distribute writing from discipline specific content.

Indicators: Use technology, including the internet, to produce and publish writing.
Produce clear and coherent writing appropriate to task, purpose and audience.

Benchmark: Research to communicate discipline specific content.

Indicators: Conduct short research projects to answer a question.
Draw evidence from informational texts to support research.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

