



7th Grade Pacing Guide and Supporting Documents

- [Instructional Blueprint](#)
- [6-8 Strand Alignment and Inquiry Strand](#)

[Quarter One Unit Guides](#)

[Quarter Two Unit Guides](#)

[Quarter Three Unit Guides](#)

[Quarter Four Unit Guides](#)

7th Grade Instructional Blueprint

World Studies II will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world by investigating various factors that shaped the development of societies and regions in the modern world as well as global interactions between those societies on every continent. Please refer to the [7th Grade Unpacking Document](#) for Extra Support.

Unit Title	Social Studies 101	Renaissance and Reformation	Age of Exploration	Enlightenment and Revolutions	Industrial Revolution and Society's Response	Imperialism and WWI	Interwar Years	World War II	Cold War	New World Order	Flex Unit
Aligned Objectives	Inquiry Strand 7.B.1 7.C&G.1 7.E.1 7.G.1 7.H.1 7.H.1.1 7.I.1.3	Inquiry Strand 7.B.1.1 7.B.1.3 7.C&G.1.1 7.C&G.1.2 7.C&G.1.4 7.E.1.1 7.G.1.1 7.H.1.1 7.H.1.2	Inquiry Strand 7.B.1.3 7.C&G.1.3 7.E.1.1 7.E.1.3 7.E.1.4 7.E.1.5 7.G.1.1 7.H.1.1 7.H.1.2 7.H.1.3 7.H.1.5	Inquiry Strand 7.B.1.1 7.B.1.2 7.B.1.3 7.C&G.1.1 7.C&G.1.2 7.C&G.1.3 7.C&G.1.4 7.E.1.5 7.H.1.1 7.H.1.2 7.H.1.3 7.H.1.5	Inquiry Strand 7.C&G.1.4 7.E.1.1 7.E.1.3 7.E.1.5 7.G.1.1 7.G.1.2 7.G.1.3 7.H.1.1 7.H.1.3	Inquiry Strand 7.B.1.2 7.B.1.3 7.C&G.1.1 7.C&G.1.3 7.E.1.2 7.E.1.4 7.E.1.5 7.G.1.1 7.G.1.2 7.H.1.1 7.H.1.4 7.H.1.5	Inquiry Strand 7.B.1.2 7.B.1.3 7.C&G.1.1 7.C&G.1.3 7.E.1.2 7.E.1.4 7.E.1.5 7.G.1.1 7.G.1.2 7.H.1.1 7.H.1.4 7.H.1.5	Inquiry Strand 7.B.1.2 7.B.1.3 7.C&G.1.1 7.C&G.1.3 7.E.1.2 7.E.1.4 7.E.1.5 7.G.1.1 7.G.1.2 7.H.1.1 7.H.1.4 7.H.1.5	Inquiry Strand 7.B.1.2 7.B.1.3 7.C&G.1.1 7.C&G.1.4 7.E.1.1 7.E.1.2 7.E.1.3 7.E.1.4 7.E.1.5 7.G.1.1 7.H.1.1 7.H.1.2 7.H.1.3 7.H.1.4 7.H.1.5	Inquiry Strand 7.B.1.1 7.B.1.2 7.B.1.3 7.C&G.1.1 7.C&G.1.2 7.C&G.1.3 7.C&G.1.4 7.E.1.1 7.E.1.2 7.E.1.3 7.E.1.4 7.E.1.5 7.G.1.1 7.G.1.2 7.H.1.1 7.H.1.2 7.H.1.3 7.H.1.4 7.H.1.5	5
Length of Unit	10 Days	15 Days	15 Days	15 Days	20 Days	20 Days	10 Days	20 Days	20 Days	20 Days	5

6-8 Strand Alignment – Use the [Social Studies Strand Maps](#) to see full document.

History	Geography	Economics	Civics and Government	Behavioral Science
<p>GRADE 6-8 Concepts</p> <ul style="list-style-type: none"> • Cause • Civilization • Impact/Influence • Perspective/Historical Perspective • Narrative • Growth • Group • Innovation <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Cause • Impact/Influence • Perspective <p>Understandings</p> <ul style="list-style-type: none"> • Individuals and groups can cause change in a society through the influence of ideas, technology, and cooperative efforts. • Individuals may often overcome oppression and injustice through resistance and resilience. • Technology and innovation contribute to change in societies. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 6 and Grade 7, expect students to continue to build upon the use of primary and secondary sources by beginning to learn how to use competing 	<p>GRADES 6-8: Concepts</p> <ul style="list-style-type: none"> • Civilization • Society • Movement • Settlement • Migration • Environment <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Movement • Migration • People • Location • Place • Environment <p>Understandings</p> <ul style="list-style-type: none"> • Location and place may impact the movement and migration of people. • The development of civilizations and societies impact the environment. 	<p>GRADES 6-8 Concepts</p> <ul style="list-style-type: none"> • Network • System • Economic Activity • Economic System • Financial Practice • Economic Decision • Competition • Growth • Decline • Business • Industry • Trade <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Trade • Growth • Decline • Economic Decision • Economic System <p>Understandings</p> <ul style="list-style-type: none"> • Economic factors and decisions impact economic systems, societies, individuals, communities and businesses. • Industry and trade impact the economy and economic growth and decline. 	<p>Grades 6-8 Concepts</p> <ul style="list-style-type: none"> • Structure • Origins or Founding • Laws • Religious Beliefs • Government <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Origin/Founding • Structure • Function • Government <p>Understandings</p> <ul style="list-style-type: none"> • Beliefs and ideas help shape government and society. • Governments can be based on the ideals and beliefs of the society from which they form or from outside influences. 	<p>Grades 6-8 Concepts</p> <ul style="list-style-type: none"> • Tradition • Identity • Values • Beliefs • Culture • Religion • Civilization • Equality • Inclusivity • Religion <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Values • Beliefs • Individual • Group • Society • Equality <p>Understandings</p> <ul style="list-style-type: none"> • Identity, values, and beliefs contribute to the cultural development of states, nations, and civilizations.

historical narratives to interpret perspective. ● All students in grades 6-8 should be able to construct arguments consisting of multiple claims, with evidence from sources and attention to disciplinary detail.				
---	--	--	--	--

6-8 Inquiry Standards

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 6-8	
The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.	
Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.	
Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas and inferences from sources using discipline-specific strategies I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection
Developing Claims and Using Evidence	I.1.5 Identify evidence that draws information from multiple perspectives I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources
Communicating Ideas	I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail I.1.8 Construct responses to supporting and opposing perspectives supported by evidence I.1.9 Determine the credibility of disciplinary arguments of peers
Taking Informed Action	I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues I.1.11 Use a range of civic approaches to address problems being investigated

Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources to supplement our class content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

General - Includes technology platforms that can be used.	World History	American History	Civics and Economics (can also be used for Civic Literacy)	North Carolina History (with an Onslow County splash)	Sociology	Psychology	Maps and Geography	Economic and Personal Finance
EDSITEment! PBS Learning Public Domain Review Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet Flipgrid Peardeck Nearpod Apex Newsela Edulastic Wakelet	Ducksters Eyewitness to History Library of Congress Stanford History Education Group World Digital Library NC Council on the Holocaust United States Holocaust Memorial Museum Archeological Institute MrDonn.Org Teaching Archeology	America in Class Amistad Digital Reosurce Founders Online American Battlefield Trust Digital History HERB Making of America Primary Sources from Lone Star College Teach US History Smithsonian	Bill of Rights Institute Center on Congress at Indiana University iCivics Living Room Candidate DocsTeach Oyez NewseumED Online Presidential Libraries Judicial Learning Center	Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites Onslow County Museum Onslow County Historic Sites NC Kids Page North Carolina History and Archives Education Resources	American Sociological Association Sociology Central Institute of Social Research Contexts	American Psychological Association Learn Genetics Psych Central	Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources National Geographic Kids Google Earth Enchanted Learning Four Geographical Factors Influencing Culture	Personal Finance Literacy Resources North Carolina Council on Economic Finance

National Geographic Graphic Organizers	Facing History and Ourselves	US-Mexico War African American Odyssey New York Digital Library Mount Vernon Primary Sources National Park Service Thomas Jefferson's Monticello Resources Teaching American History Gilder Lehrman Institute of American History Carolina K-12 Teaching with Primary Sources						
--	--	--	--	--	--	--	--	--

Quarter 1:

- [Social Studies 101](#)
- [Renaissance and Reformation](#)
- [Age of Exploration](#)

Use [Social Studies 7th Grade Unpacking Document](#) to find extra support.

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

[Hexagonal Thinking – templates are in Planning Help](#)

[Planning Help](#)

[Graphic Organizers](#)

[Journaling in the History Classroom](#)

Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

[Back to Pacing Glance](#)

Unit One: Social Studies 101 – 10 Days[Back to Pacing Glance](#)

Priority Objectives	Overview		
I.1.1 Construct a compelling question through a disciplinary lens individually and with peers. I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources. I.1.8 Construct responses to supporting and opposing perspectives supported by evidence. 7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change. 7.E.1.3 Summarize the economic activity fostered by various economic systems 7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have	This unit focuses on foundational skills needed for the year. Students will learn about the various disciplinary lenses used in Social Studies. These lenses include psychology, sociology, anthropology, archeology, economics, political science, history, and geography. They will complete an inquiry project using the disciplinary lenses to analyze a global event and its impact.		
	Content Sources Classroom Posters – from Stanford History Education Group <ul style="list-style-type: none">• What is History?• Historical Thinking Chart• Contextualization• Corroboration• Sourcing• Close Reading Social Studies Introduction Lessons National Geographic Education Salt Maps Smithsonian Historical Thinking	Sample Learning Targets <ol style="list-style-type: none">1. I can understand how each strand of social studies impacts my view of society.2. I can identify the strands of social studies.3. I can explain how the strands of social studies impact each other.4. I can identify major geography features of societies.5. I can explain the difference between a primary and secondary source.	Possible Key Terms/Topics <ul style="list-style-type: none">• behavioral science• political science• culture• values• beliefs• economics• government• rights• global• geography• bias• perspective• citizen• society• primary/secondary

affected societies
around the world.
7.B.1.1 Compare major
elements of culture in
various modern
societies around the
world.

--

Unit Two Guide: Renaissance and Reformation – 15 Days

[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>7.B.1.1 – Compare major elements of culture in various modern societies around the world</p> <p>7.B.1.3 – Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p> <p>7.C&G.1.1 – Explain how the power and authority of various types of governments have created conflict that has led to change.</p> <p>7.C&G.1.2 – Distinguish how conflict between religious and secular thought and practice has contributed to change in government.</p> <p>7.C&G.1.4 – Summarize new ideas that changed political thought in various nations, societies, and regions.</p> <p>7.E.1.1 – Explain the factors and conditions that contribute to the development of economic systems.</p> <p>7.G.1.1 – Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.</p> <p>7.H.1.1 – Distinguish specific turning points of modern world history in terms of lasting impact.</p> <p>7.H.1.2 – Summarize the influence women, indigenous, racial, Ethnic, political, and religious groups have had on historical events and current global issues.</p>	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>Actively Learn: 1200-1450 Modern Civilizations - https://read.activelylearn.com/#teacher/catalog/social-studies/comparing-modern-civilizations</p> <p>Actively Learn: Comparing Great Empires - https://read.activelylearn.com/#teacher/catalog/social-studies/comparing-modern-civilizations</p> <p>Stanford History Education Group Lessons</p> <p>Discovery Education - Renaissance</p>	<p>I can explain why the Renaissance started in Italy and spread throughout Europe.</p> <p>I can identify why the Renaissance was a challenge to authority and how it led to the Reformation.</p> <p>I can describe major historical figures of the Renaissance and Reformation and their contributions.</p>	<ul style="list-style-type: none"> • Humanism • Renaissance • Perspective • Renaissance Artists • Patron • Vernacular • Secular • Protestant • Indulgence • Church and State • Advancements in Communication • Anti-Semitism • Trade Networks and Routes

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p> <p>7.C&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens</p> <p>7.E.1.1 - Explain the factors and conditions that contribute to the development of economic systems.</p> <p>7.E.1.3 - Summarize the economic activity fostered by various economic systems</p> <p>7.E.1.4 - Explain how competition for resources affect the economic relationship among nations</p> <p>7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life</p> <p>7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.</p> <p>7.G.1.2 - Explain reasons why societies modify and adapt to the environment</p> <p>7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.</p> <p>7.H.1.3 - Compare individual and societal responses to globalization in various regions and societies</p> <p>7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history</p>	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>Actively Learn: Comparing Great Empires - https://read.activelylearn.com/#teacher/catalog/social-studies/comparing-modern-civilizations</p> <p>Stanford History Education Group Lessons</p> <p>Discovery Education - Explorers</p>	<ol style="list-style-type: none"> 1. I can explain why culture changes, 2. I can identify why different ideas threaten authority and how people/groups of people change systems. 3. I can explain why civilizations collapse. 4. I can describe how exploration affected different groups of people: indigenous Americans, Africans, and Europeans, 5. I can identify how exploration caused conflict between different groups of people. 	<ul style="list-style-type: none"> • Epidemics • Trade Networks and Routes • Cultural Diffusion • Mercantilism • Isolationism • Columbian Exchange • Supply and Demand • Advancements in Military and Maritime Technology (astrolabe, magnetic compass, sextant, etc) • Motives for Exploration • Colony • Charter • Migration • African Diaspora • Trans-Atlantic Slave Trade • Circumnavigate • Treaty

Quarter 2

- [Enlightenment and Revolutions](#)
- [Industrial Revolution and Society's Response](#)
- Imperialism and World War One (not whole unit)

Use [Social Studies 7th Grade Unpacking Document](#) to find extra support.

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)
-
- Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

[Back to Pacing Glance](#)

Unit Four: Enlightenment and Society's Response– 15 Days[Back to Pacing Glance](#)

Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>7.B.1.1 - Compare major elements of culture in various modern societies around the world.</p> <p>7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people.</p> <p>7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p> <p>7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change.</p> <p>7.C.&G.1.2 - Distinguish how conflict between religious and secular thought and practice has contributed to change in government.</p> <p>7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p> <p>7.C.&G.1.4 - Summarize new ideas that changed political thought in various nations, societies and regions.</p> <p>7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p> <p>7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.</p>	<p>The last unit students learned about the Renaissance and the major changes it brought to the world. Students will bring that knowledge into this next unit, understanding how the Renaissance and Reformation help to lead the way for new scientific thought and political revolutions.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	<p>Actively Learn – Revolutions and Industrialism</p> <p>Discovery Education – Enlightenment and Revolutions</p> <p>Common Lit: Political Theory</p> <p>Common Lit: International Revolutions</p>	<ul style="list-style-type: none">• I can explain how the Renaissance led the way for the Scientific Revolution• I can understand how the theories of scientific thinkers challenged accepted knowledge about the universe.• I can identify how the ideas of the Enlightenment began to shape the political thought in Europe and other parts of the world.• I can trace what political thoughts shaped the founding documents on the United States.• I can explain the consequences of the French Revolution• I can explain the events that inspired the Latin Revolutions.	<ul style="list-style-type: none">• Scientific Revolution• Humanism• Works of ancient Greece, Rome, African Kingdoms and Islamic Empires• Geocentric• Heliocentric• Galileo• Newton• Religious Response (heresy)• Scientific Method• Reason• Major Philosophical Thinkers and their works• American Revolution• French Revolution• Latin American Revolutions• Haitian Revolution

7.H.1.2 - Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.

7.H.1.3 - Compare individual and societal responses to globalization in various regions and societies

7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

--	--	--	--

Unit Five Guide: Industrialization and Society's Response				Back to Pacing Glance
Priority Objectives	Overview			
<p>Inquiry Strand</p> <p>7.C&G.1.4 - Summarize new ideas that changed political thought in various nations, societies and regions.</p> <p>7.E.1.1 - Explain the factors and conditions that contribute to the development of economic systems.</p> <p>7.E.1.3 - Summarize the economic activity fostered by various economic systems.</p> <p>7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p> <p>7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.</p> <p>7.G.1.2 - Explain reasons why societies modify and adapt to the environment.</p> <p>7.G.1.3 - Explain the influence of demographic shifts on societies using geographic tools and data.</p> <p>7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.</p> <p>7.H.1.3 - Compare individual and societal responses to globalization in various regions and societies.</p>	<p>Unit 5 focuses on the Industrial Revolution, which brought huge changes to society. While the French were rebelling, the English who had already experienced the English Revolution, were experiencing urban growth and industrialization due to their Agricultural Revolution. Major topics in this unit also include cottage industries, new inventions, the factory system, capitalism, urbanization and how society responds to all the topics.</p>			
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics	
	<p>Actively Learn – Revolutions and Industrialism</p> <p>Discovery Education – Enlightenment and Revolutions</p> <p>Common Lit: Worker's Rights</p>	<ul style="list-style-type: none"> I can understand the Agricultural Revolution and the changes that it brought to society. I can explain how the Agricultural Revolution led to an increase of industrialization. I can identify how the factory system brought changes to England and the world. I can trace the environmental effects of industrialization. I can identify society's response to the Industrial Revolution. 	<p>Industry/Industrial</p> <p>Capital</p> <p>Raw Materials</p> <p>Supply and Demand</p> <p>Class (social, working, middle)</p> <p>Leisure activities</p> <p>Entrepreneur</p> <p>Urban/Rural</p> <p>Demographics</p> <p>union (labor)</p> <p>Cottage Industry Population</p> <p>Explosion</p> <p>Bourgeoisie</p> <p>Militarism</p> <p>Sanitation</p> <p>Communist Manifesto</p> <p>Social Darwinism</p> <p>Urbanization</p> <p>Yield (crops)</p> <p>Industrialization</p> <p>Privatization</p> <p>Liberalism</p> <p>Socialism</p> <p>Capitalism</p> <p>Communism</p> <p>Marxism</p> <p>Market Economy</p>	

Quarter 3

- [Imperialism and World War One](#)
- [Interwar Years](#)
- [World War II](#)

Use [Social Studies 7th Grade Unpacking Document](#) to find extra support.

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)
-
- Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

Unit Six: Imperialism and World War I		Back to Pacing Glance	
Priority Objectives	Overview		
<p>Inquiry Strand</p> <p>7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people.</p> <p>7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p> <p>7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change.</p> <p>7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p> <p>7.E.1.2 - Explain how national and international economic decisions reflect and impact the interdependency of societies.</p> <p>7.E.1.4 - Explain how competition for resources affects the economic relationship among nations.</p> <p>7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p>	<p>From 1850 – 1919, the major powers of the world seek raw materials and markets in an age that is fueled by capitalism and industrialization. Major events and effects of this time period are: Scramble for Africa, the Berlin Conference, the British East India company, and the Spheres of Influence. Competition, military powers, and alliances all lead to what would be known as World War One.</p>		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	Actively Learn – Revolutions and Industrialism	<ul style="list-style-type: none">• I can explain how the competition for resources led to conflicts between European nations,• I can explain the effects of Imperialism to nations in Africa, Asia, and Latin America,• I can understand how imperialism led to WWI.• I can discuss the effects of WWI on all nations involved.• I can explore the advancements to society as an effect of WWI.	<ul style="list-style-type: none">• Imperialism• Resources• Market• Isolation• Alliance• Mutiny• Infrastructure• Assimilation• Panama Canal• Consequences• Colonization• Subsistence Farming• Modernization• Healthcare• Racism• Social Darwinism• Cultural Diffusion• Opium• Assassination• Social Darwinism• Xenophobia• Nationalism• Unify/unification• Cooperation• Interaction• Competition• Agrarian• Nationalism• Armistice• Isolationism• Unterseeboot (U-boat)• Trench Warfare• Sphere of Influence• Exploit
	Actively Learn – Global Conflict		
	Discovery Education – Imperialism		
Discovery Education – World War I			
Common Lit: Imperialism			

7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.

7.G.1.2 - Explain reasons why societies modify and adapt to the environment.

7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.

7.H.1.4 - Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.

7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

Unit Seven: Interwar Years		Back to Pacing Glance	
Priority Objectives	Overview		
Inquiry Strand 7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people. 7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide. 7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change. 7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens. 7.E.1.2 - Explain how national and international economic decisions reflect and impact the interdependency of societies. 7.E.1.4 - Explain how competition for resources affects the economic relationship among nations. 7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.	The time period between World War I and World War II sees the rise of fascism and totalitarianism in European and Asian countries. The Treaty of Versailles and economic hardships in various places around the world sets the road towards World War II.		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	Actively Learn – Global Conflict Discovery Education – Interwar Years	<ul style="list-style-type: none">I can identify major events that happened directly after World War I.I can explain how the Treaty of Versailles led to World War II.I can explain the economic and political effects of World War I in Russia, Germany, Italy, and Japan.	<ul style="list-style-type: none">TotalitarianismReparationsInflationGlobal DepressionKaranskiLeninStalinMussoliniUltra NationalismChancellorPotsdam ConferenceNazi-SovietPolandAlliances

7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.

7.G.1.2 - Explain reasons why societies modify and adapt to the environment.

7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.

7.H.1.4 - Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.

7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

--	--	--	--

Unit Eight: World War Two		Back to Pacing Glance	
Priority Objectives	Overview		
Inquiry Strand 7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people. 7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide. 7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change. 7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens. 7.E.1.2 - Explain how national and international economic decisions reflect and impact the interdependency of societies. 7.E.1.4 - Explain how competition for resources affects the economic relationship among nations. 7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.	From a global perspective, World War II had many lasting effects that still shape the world today. Students will also see the effects of the Holocaust on a global perspective.		
	Content Sources	Sample Learning Targets	Possible Key Terms/Topics
	Actively Learn – Global Conflict Discovery Education – World War II Common Lit – World War II	<ul style="list-style-type: none">• I can explain the major causes of World War II.• I can describe the ineffectiveness of the Non-Aggression Pact.• I can explore the global response to the Holocaust happening in Europe.	<ul style="list-style-type: none">• Blitzkrieg• Normandy• Pearl Harbor• D-Day• Island Hopping• V-E Day• Atomic Bomb• V-J Day• Holocaust• Nuremberg Laws• Kristallnacht• Jewish Ghettos• Concentration camps• Displacement• United Nations• League of Nations• Appeasement• Depression• Genocide• Violate• Aggression• Pact• Blame• Occupy• Fascism• Yalta Conference• Persecution• Communism• Invasion• Der Fuhrer• Propaganda

<p>7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.</p> <p>7.G.1.2 - Explain reasons why societies modify and adapt to the environment.</p> <p>7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.</p> <p>7.H.1.4 - Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.</p> <p>7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.</p>			<ul style="list-style-type: none"> • Rhineland • Austria • Unity • 3rd Reich • Anti-Semitism • IMF • World Bank Monetary System
---	--	--	--

Quarter 4

- [Cold War](#)
- [New World Order](#)

Use [Social Studies 7th Grade Unpacking Document](#) to find extra support.

High Yield Strategies: More High Yield Strategies can be found on the OCS Website (must be logged in)

- [Hexagonal Thinking – templates are in Planning Help](#)
- [Planning Help](#)
- [Graphic Organizers](#)
- [Journaling in the History Classroom](#)
-
- Resources below may require a teacher registration or log-in. Everyone has access to Discovery Education in Onslow County. Contact your media specialist or DLTF for login assistance.

Unit Nine: Cold War		Back to Pacing Glance
Priority Objectives	Have Ideas for this unit?	
<p>Inquiry Strand</p> <p>7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people.</p> <p>7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p> <p>7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change.</p> <p>7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p> <p>7.E.1.2 - Explain how national and international economic decisions reflect and impact the interdependency of societies.</p> <p>7.E.1.4 - Explain how competition for resources affects the economic relationship among nations.</p> <p>7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p>	Complete this form to submit feedback and lesson plan ideas!	
	Content Sources	Possible Key Terms/Topics
	Actively Learn – Current Affairs and Global Issues	<ul style="list-style-type: none">• United Nations• Yalta Conference• Iron Curtain• Containment• Truman Doctrine• Marshall Plan• Berlin Airlift• Cold War• N.A.T.O• Warsaw Pact• Korean War• Bay of Pigs• Cuban Missile Crisis• Domino Theory• Vietnam War• Détente• Glasnost
	Discovery Education – Cold War	
	Common Lit – Cold War	
Literacy Connections: Writing in Social Studies Reading in Social Studies Instructional Framework High-Yield Strategies Need more literacy connection ideas? Email Hannah Hill for more!		

7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.

7.G.1.2 - Explain reasons why societies modify and adapt to the environment.

7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.

7.H.1.4 - Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.

7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

Unit Ten: New World Order		Back to Pacing Glance
Priority Objectives	Have Ideas for this unit?	
<p>Inquiry Strand</p> <p>7.B.1.2 - Explain how values and beliefs affect human rights, justice, and equality for different groups of people.</p> <p>7.B.1.3 - Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.</p> <p>7.C.&G.1.1 - Explain how the power and authority of various types of governments have created conflict that has led to change.</p> <p>7.C.&G.1.3 - Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.</p> <p>7.E.1.2 - Explain how national and international economic decisions reflect and impact the interdependency of societies.</p> <p>7.E.1.4 - Explain how competition for resources affects the economic relationship among nations.</p> <p>7.E.1.5 - Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.</p>	Complete this form to submit feedback and lesson plan ideas!	
	Content Sources	Possible Key Terms/Topics
	<p>Actively Learn – Current Affairs and Global Issues</p> <p>Discovery Education – New World Order</p> <p>Literacy Connections:</p> <p>Writing in Social Studies</p> <p>Reading in Social Studies</p> <p>Instructional Framework High-Yield Strategies</p> <p>Need more literacy connection ideas? Email Hannah Hill for more!</p>	<ul style="list-style-type: none">• Globalization• Economy• Inequality• Green Revolution• Interconnected• Urbanization• Globalization• World Bank• Nuclear Proliferation• Standard of Living• Developing Nation• Developed Nation• GDP• 9/11• Literacy Rate• Poverty• Apartheid• Sanctions• Pandemic• Epidemic• Axis of Evil• Desertification• glaciation• Depopulation• Climate Change• Erosion• Scarcity• Income• Terrorism• Natural Disasters

7.G.1.1 - Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.

7.G.1.2 - Explain reasons why societies modify and adapt to the environment.

7.H.1.1 - Distinguish specific turning points of modern world history in terms of lasting impact.

7.H.1.4 - Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.

7.H.1.5 - Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.

7th Grade Aligned Standards for ELA Informational, Writing, and 2021 Social Studies Standards

Links for NCDPI Standards Unpacking Documents

[7th Grade English/Language Arts](#)

[7th Grade 2021 Social Studies](#)

Please refer to the documents for further standard/objective breakdown and in class examples.

**7th Grade ELA Informational and Writing Priority Standards are
Bolded**

**All Social Studies Inquiry Standards help to support the
content standards and should be integrated throughout.**

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
<p>RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection <p>Inquiry Strand – Communicating Ideas</p> <ul style="list-style-type: none"> • I.1.7 – Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail • I.1.8 – Construct responses to supporting and opposing perspectives supported by evidence • I.1.9 – Determine the credibility of disciplinary arguments of peers <p>7.G.1 – Understand ways in which geographical factors influence societies.</p> <ul style="list-style-type: none"> • 7. G.1.3 – Explain the influence of demographic shifts on societies using geographic tools and data <p>7.B.1 – Understand how individual and group values and beliefs have influenced various cultures</p> <ul style="list-style-type: none"> • 7.B.1.1 – compare major elements of culture in various modern societies around the world

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
<p>RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <p>W.7.4 - Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p>	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection <p>7.G.1 – Understand ways in which geographical factors influence societies.</p> <ul style="list-style-type: none"> • 7. G.1.3 – Explain the influence of demographic shifts on societies using geographic tools and data <p>7.B.1 – Understand how individual and group values and beliefs have influenced various cultures</p> <ul style="list-style-type: none"> • 7.B.1.1 – compare major elements of culture in various modern societies around the world

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
<p>RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text.</p>	<p>W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>7.H.1 – Evaluate historical and current events from a variety of perspectives</p> <ul style="list-style-type: none"> 7. H.1.3 – Compare individual and societal responses to globalization in various regions and societies 7.H.1.4 – Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives <p>7.G.1 – Understand ways in which geographical factors influence societies</p> <ul style="list-style-type: none"> 7.G.1.1 – Explain how push-pull factors of forced and voluntary migrations have affected societies around the world 7. G.1.2 – Explain reasons why societies modify and adapt to the environment 7. G.1.3 – Explain the influence of demographic shifts on societies using geographic tools and data <p>7.E.1 – Understand the economic activities of modern societies</p> <ul style="list-style-type: none"> Explain how national and international economic decisions reflect and impact the interdependency of societies 7.E.1.4 – Explain how competition for resources affects the economic relationship among nations <p>7.C&G.1 – Analyze modern governmental systems in terms of conflict and change</p> <ul style="list-style-type: none"> 7.C&G.1.4 – Summarize new ideas that changed political thought in various nations, societies, and regions <p>7.B.1 – Understand how individual and group values and beliefs have influenced various cultures</p> <ul style="list-style-type: none"> 7.B.1.1 – compare major elements of culture in various modern societies around the world

	<p>b. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.4 - Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p>	<ul style="list-style-type: none"> 7.B.1.2 – Explain how values and beliefs affect human rights, justice, and equality for different groups of people
--	---	--

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
RI.7.4 - Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.		Inquiry Strand – Gathering and Evaluating Sources <ul style="list-style-type: none"> • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection
RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas		
RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p>W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.4 - Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p>	Inquiry Strand – Gathering and Evaluating Sources <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection <p>7.G.1 – Understand ways in which geographical factors influence societies.</p> <ul style="list-style-type: none"> • 7. G.1.3 – Explain the influence of demographic shifts on societies using geographic tools and data <p>7.B.1 – Understand how individual and group values and beliefs have influenced various cultures</p> <ul style="list-style-type: none"> • 7.B.1.1 – compare major elements of culture in various modern societies around the world

Reading for Information Standards	Aligned Writing Standards	Aligned Social Studies Standards and Objectives
<p>RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p>	<p>W.7.4 - Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p> <p>W.7.5 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.6 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection <p>7.B.1 – Understand how individual and group values and beliefs have influenced various cultures</p> <ul style="list-style-type: none"> • 7.B.1.1 – compare major elements of culture in various modern societies around the world
<p>RI.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>RI.7.9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <p>W.7.4 - Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.</p>	<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.3 – Analyze details, central ideas and inferences from sources using discipline-specific strategies • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection <p>7.G.1 – Understand ways in which geographical factors influence societies.</p> <ul style="list-style-type: none"> • 7. G.1.3 – Explain the influence of demographic shifts on societies using geographic tools and data <p>7.B.1 – Understand how individual and group values and beliefs have influenced various cultures</p> <ul style="list-style-type: none"> • 7.B.1.1 – compare major elements of culture in various modern societies around the world
<p>RI.7.10 - By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>		<p>Inquiry Strand – Gathering and Evaluating Sources</p> <ul style="list-style-type: none"> • I.1.4 – Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection

--	--	--