

**Bethlehem Lutheran School, Lakewood, CO**  
**Social Studies Curriculum (Geography and History) grade 7**

*The social studies program involves each student in the learning process that blends knowledge of God as creator and sustainer of our world and knowledge of historic events and skills in geography. Students are enabled through knowledge to live as active, Christian citizens.*

**State Standard 1 Geography**

*Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.*

**Classroom objectives**

- 1.1 Understand the concept of the Tropics of Cancer and Capricorn-what they represent, what they are due to and their significance in terms of seasons and temperature on Earth.
- 1.2 Understand the essence of climate zones: Artic, Tropic and Temperate.
- 1.3 Locate and explain the Artic Circle and the Antarctic Circle.
- 1.4 Understand how a flat map represents the round globe-- Mercator, conic and plane projections.
- 1.5 Demonstrate expanded knowledge of the geography of the United States, including mountain, water features, political and economic features, cities, population, etc.
- 1.6 Trace and/or draw custom maps featuring information according to the desired use of the maps.
- 1.7 Analyze maps in order to discover and summarize information about geographical areas.
- 1.8 Organize information obtained through the reading of maps in graphs, diagrams, and other visual aids in order to illustrate specific demographic, physical and other topics.
- 1.9 Trace on maps the spread of human migrations, cultures, languages, religions and diseases.
- 1.10 Discover patterns of human habitation and activities through the study of maps.
- 1.11 Discuss the places of the world that America depends on for imported resources and goods.

**State Standard 2 Geography**

*Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.*

**Classroom objectives**

- 2.1 Describe and compare the physical characteristics of places using a variety of visual materials and data sources.
- 2.2 Describe and compare human characteristics of places.
- 2.3 Examine and explain human impact on the landscape/environment.
- 2.4 Identify and analyze how technology shapes the physical and human characteristics of places.
- 2.5 Identify and describe regions in terms of physical and human characteristics.
- 2.6 Explain how regions are connected through cultural ties, trade, language, resources and through the use of maps.
- 2.7 Explain how regions change over space and time.
- 2.8 Gather and compare information on how people of different backgrounds view the same place or region.
- 2.9 Compare ways in which people of different cultural origins build out and name places in the same regions.
- 2.10 Explain why immigrants to the United States hold on to customs from their home countries.

**State Standard 3Geography**

*Students understand how physical processes shape Earth's surface patterns and systems.*

**Classroom objectives**

- 3.1 Understand and describe how the environment can affect human settlement and vice versa.

- 3.2 Explain the distribution of types of ecosystems and their impact on human populations.
- 3.3 Analyze the importance of distance in human interaction.

#### **State Standard 4 Geography**

*Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.*

##### **Classroom objectives**

- 4.1 Describe and discuss the reasons for human migrations (i.e. famine, slave trade, wars, persecution) after studying related literature.
- 4.2 Create graphs depicting population numbers and distribution.
- 4.3 Describe the influence of population on environment.
- 4.4 Analyze the characteristics of a certain population.
- 4.5 Differentiate among different cultures in Colorado and in other parts of the world.
- 4.6 Use cultural clues/artifacts to identify historical migrations.
- 4.7 Analyze the impact of various cultures on physical elements of the Earth.
- 4.8 Use a variety of maps to research information regarding the location and movements of various cultures.
- 4.9 Analyze geographical factors that have generated cultural change.
- 4.10 Identify economic activities within a region and examine the reasons for their locations.
- 4.11 Explain the need for trade among regions based on local availability of resources and goods.
- 4.12 Compile examples of cultural and economic reasons for changes in human societies.
- 4.13 Analyze systems that deliver services and goods.
- 4.14 Discuss world trade and explain the systems that support it.
- 4.15 Use maps to compare and contrast historic factors that have changed land use in a region.
- 4.16 Deduct geographical reasons for human settlements in specific areas.
- 4.17 Classify cities according to their human and environmental characteristics.
- 4.18 Compare patterns of land use and human settlement in various regions.
- 4.19 Classify cities according to their physical characteristics.

- 4.20 Describe political, social and economic divisions throughout early American history.
- 4.21 Understand and describe how people divide the Earth's surface into different types of territorial units.
- 4.22 Analyze the reasons for divisions and cooperation among peoples, in terms of geography.

#### **State Standard 5 Geography**

*Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.*

##### **Classroom objectives**

- 5.1 Examine the factors that have caused the disappearance of an animal or plant species.
- 5.2 Understand the interrelatedness of environmental systems and its impact on life (human and otherwise).
- 5.3 Describe ways in which humans adapt to physical changes in the Earth's environment.
- 5.4 Explain how environmental changes in one place affect other places.
- 5.5 Predict new ways for humans to adapt to their environments.
- 5.6 Use maps to track the influence of environmental changes from one place to another.
- 5.7 Understand how population growth affects air, land and weather quality and how they impact the physical environment.
- 5.8 Explore the positive and negative effects of humans on the environment.
- 5.9 Explain how people's lives are influenced by population movements.
- 5.10 Track specific resources' distribution throughout the world.
- 5.11 Compare countries and their development based on their available resources.

#### **State Standard 6 Geography**

*Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.*

##### **Classroom objectives**

- 6.1 Identify the various geographic aspects of a region.

- 6.2 Analyze the impact human migration has had on regions and countries.
- 6.3 Examine how various regions/countries deal with social, economic and political changes.
- 6.4 Explain how competition for resources causes conflict.
- 6.5 Examine various social, political and economic regions and see how they are different from past to present.
- 6.6 Show how environments and resources have affected various areas from past to present.

### **State Standard 1 History**

*Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.*

#### **Classroom objectives**

- 1.12 Construct and use various time lines of American history from 1500 to the mid 1800's highlighting landmark dates, technological changes, major political and military events.
- 1.13 Trace patterns of change from long ago throughout the mid-19<sup>th</sup> century, using a variety of information sources.
- 1.14 Compare and contrast the distribution, growth rates, and characteristics of human population, with attention to settlement patterns in North America.
- 1.15 Demonstrate a chronological understanding of the study of the major topics in the textbook The American Nation: Beginnings Through 1877, including geographic and demographic expansion; market expansion, early industrialization (industrial revolution; the plantation system, growth of cities, immigrants and their experiences); the Louisiana Purchase; Indian policy and treaties; Manifest Destiny, the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans; and the social economic, and political impact of the West on the growing nation.

### **State Standard 2 History**

*Students know how to use the processes and resources of historical inquiry.*

### **Classroom objectives**

- 2.1 Pose and answer questions about the history of the United States.
- 2.2 Examine historical writings for point of view, historical context, bias, distortion, or propaganda.
- 2.3 Use specific examples to explain that judgment and generalizations about the past are often tentative and must be used carefully when dealing with present issues.
- 2.4 Analyze the development of the United States relative to physical, economic and cultural characteristics and historical evolution from 1500 to the mid 1800's.

### **State Standard 3 History**

*Students understand that societies are diverse and have changed over time.*

#### **Classroom objectives**

- 3.1 Describe the history, interactions, and contributions of various peoples who make up various cultural regions of the world.
- 3.2 Explain how the cultures of the cultures of early civilizations spread.
- 3.3 Describe the common traits and characteristics that unite the United States as a nation and as a society and also note and describe cultural characteristics and beliefs which can divide us.
- 3.4 Describe how the social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (i.e. family structures, English language, community structures, etc.)

### **State Standard 4 History**

*Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.*

#### **Classroom objectives**

- 4.23 Identify how industrialization influenced the movement of people (i.e. to and from urban, suburban, and rural areas).
- 4.24 Explain the significance of the achievements of individual scientists and inventors (i.e. the impact of the steamship on transportation and trade).
- 4.25 Explain how economic factors influenced historical events in the United States and in various regions of the world.

### **State Standard 5 History**

*Students understand political institutions and theories that have developed and changed over time.*

#### **Classroom objectives**

- 5.1 Identify the ancient and medieval roots of governmental principles and institutions (i.e. Huammurabi's Code, Roman republicanism, Mosaic Law, Greek Democracy, etc.).
- 5.2 Describe the basic forms of government, giving examples of societies that have practiced them (i.e. monarchy, oligarchy, clan/tribal, autocracy, theocracy, republic, democracy).
- 5.3 Describe how military and/or economic expansions resulted in the assumption or seizure of political power throughout history and explain the causes, effects, and connections to later international wars.'

### **State Standard 6 History**

*Students know that religious and philosophical ideas have been powerful forces throughout history.*

#### **Classroom objectives**

- 6.1 Give examples of the unique art forms that characterize the various ethnic groups in the United States and their religious beliefs and philosophical ideas throughout history.
- 6.2 Examine the common themes in American literature, using writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow, Twain, Crane and others.