

The 7<sup>th</sup> grade course in the Social Studies Recommended Curriculum integrates Civics, Geography, History, and Economics instruction. Students learn the skills necessary to analyze contemporary issues around the world and competing positions before making decisions. Students are continuing to build the skills necessary to become better informed, more engaged, and more internationally competent citizens in our communities. This course is intended to provide the information, perspective and decision-making tools needed in an increasingly interdependent world. Teachers may decide to use this course description as a guide for their instruction.

**How will social studies contribute to effective global citizenship?**

Citizens need to comprehend that an essential premise of representative democracy is the willingness to place a premium on personal participation in social decision-making. Studying civics prepares students to translate beliefs into actions and ideas into policies, to discharge their responsibilities while protecting their rights and the rights of others. Studying economics better equips students to participate effectively in social decision-making as citizens in an increasingly competitive and interdependent global economy. Studying geography increases students' ability to analyze complex situations, events, and trends, and draw logical inferences from them. Studying history empowers

students to form conclusions about the potential consequences of available options.

**Grade 6-8 benchmarks  
targeted for instruction in Grade 7**

<b>Civics 2a</b>	<b>Geography 2a</b>
<b>Civics 3a</b>	<b>Geography 3a</b>
<b>Civics 4a</b>	<b>Geography 4b</b>
<b>Economics 4a</b>	<b>History 2a</b>

By applying skills gained in the study of the core disciplines to contemporary issues, teachers prepare their students to deal with future challenges in their adult lives. Students learn that events are subject to different interpretations, and that they have to be capable of analyzing competing positions before making a decision. This also instills the expectation that every American citizen has both the responsibility and the right to take part in the decision-making process.

**Essential Question**

How can informed and active citizens contribute to a well-governed society?

**Benchmark**

Civics 4a

**Content**

How citizens can participate in solving community problems

**Model Unit**

[Civics 4a - Project Citizen](#)

**Essential Question**

How can thinking like an economist help us solve real-world problems?

**Benchmark**

Economics 4a

**Content**

Barriers to trade, Public policies, Benefits of free trade and trade agreements

**Essential Question**

How can thinking like a historian help us draw credible conclusions?

**Benchmark**

History 2a

**Content**

[National History Day Research Project](#)

**Model Unit**

[History 2a - Historical Research](#)

**Essential Question**

How are citizens protected from the government and from each other?

**Benchmarks**

Civics 2a, Civics 3a

**Content**

Bill of Rights, constitutional amendments

**Model Unit**

[Civics 2a – Expansion of Freedom](#)

**Essential Question**

What happens when cultures meet?

**Benchmarks**

Geography 2a, Geography 3a, Geography 4b

**Content**

Core and periphery, Site and Situation

**Model Units *in production***

[Geography 2a, 3a - Green Cities](#)

[Geography 4b – Conflict and Cooperation](#)