**Grade 7: Cause and Effect**

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| **Grade Level Introduction:** Empowered to be leaders of their own educational experiences, the goal for 21st century learners in 7th grade will be to consider deeply the cause of why things happen in addition to thoughtfully examining the effects of these decisions. Students in the 7th grade will explore the powers, limitations and responsibilities that both governments and citizens are afforded as they look beyond their national borders to develop an understanding of society from a global perspective by creating inquiries and evaluating information to formulate new insights. Students will seek to deeply understand how economic decisions are reached through the critical analysis of market outcomes on a national and global scale. As students seek to support and develop their explanations with evidence, they turn toward a critical examination of historical events to provide them with the insight necessary to develop and support a claim that showcases their ability to analyze and embrace the disciplinary thinking required of a social scientist.  Additionally, the 7th grade experience catapults students into the Practices of the Inquiry Cycle by planning, implementing and reflecting upon informed action. 21st century learners need opportunities and experiences that empower them to access and apply complex understandings in order to fully connect the power of causation. By the end of 7th grade, students will be able to use evidence to understand and illustrate the importance of cause and effect within civic mindedness, economic decision making, geographic reasoning and historical thinking, but also how it impacts them both nationally and abroad.**Assumptions and Goals of Curriculum Development:****Sampling of Primary Resources Documents:** |
| **7.CM.1 Civic and Political Institutions** *Explain how the US Constitution structures the powers and limitations of government and defines powers and responsibilities of citizens.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:*** May include, but not limited to the following:
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| **7.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Compare deliberate processes for making decisions and evaluating conclusions as an individual and in groups.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:*** May include, but are not limited to the following: ·
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| **7.CM.3 Processes, Rules and Laws** *Compare historical and contemporary methods of changing society to promote the general welfare.* |
| **Key Ideas**: |
| ***Students who demonstrate understanding, can address the following Compelling Questions:*** | ***Students who demonstrate understanding, can address the following Supporting Questions:*** |
| **Sample Concepts:*** May include, but not limited to the following:
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| **7.EDM.4 Economic Decision Making** *Evaluate alternative approaches to economic issues in terms of benefits, costs and unintended consequences for different groups and society as a whole.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** May include, but are not limited to the following: ·
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| **7.EDM.5 Exchange and Markets *Explain how changes in supply and demand fuel innovation and explain how market outcomes are impacted by external costs and/or benefits.*** |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** May include, but not limited to the following:
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| **7.EDM.6 National Economy *Explain the impact of money supply on economic development.*** |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**·  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:*** May include, but not limited to the following: ·
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| **7.EDM.7 Global Economy** *Analyze the benefits and costs of trade policies and specialization to individuals and society.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:*** · May include, but not limited to the following:
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| **7.GR.8 Spatial Views of the World *Construct geographical representations to illustrate spatial patterns of cultural and environmental characteristics.*** |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**· May include, but not limited to the following:  |
| **7.GR.9 Human-Environment Interaction *Analyze how both the cultural and environmental characteristics of a place are similar to and different from other places.*** |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:**May include, but not limited to the following:  |
| **7. GR. 10 Human Populations Spatial Patterns and Movements**  *Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:**May include, but not limited to the following:  |
| **7. GR. 11 Global Interconnections *Explain how global changes in population distribution influence land use.*** |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:** May include, but not limited to the following: ·  |
| **7. HT.12 Chronological Reasoning: Causation and Continuity**. *Analyze connections among historical developments and events in order to classify them as examples of change or continuity.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**-May include, but are not limited to the following:  |
| **7.HT.13 Historical Understanding: Contextualization and Perspectives** *Analyze multiple factors that influenced the perspectives of people during different historical eras and explain how and why perspectives of people have changed over time.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:*** May include, but not limited to the following:
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| **7.HT.14 Historical Arguments** *Create an argument about the past, while acknowledging opposing claims, that is supported by relevant evidence generated from historical sources.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  | **Students who demonstrate understanding, can address the following Supporting Questions:**  |
| **Sample Concepts:*** May include, but not limited to the following:
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| **7.HT.15 Interpretation and Synthesis**  *Infer the maker, date, place of origin, audience and/or purpose of a historical source from other relevant historical sources when information is not easily identified.* |
| **Key Idea**:  |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:**·  |
| **Sample Concepts:*** May include, but not limited to the following:
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