



# Whiteriver Unified School District Essential Standards

## What is it we expect students to learn?

<b>Grade: 7th</b>		<b>Subject: Social Studies</b>		Team Members: Eric Brenner	
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessments	Extension Standards
<i>What is the essential standard to be learned? Describe in student-friendly vocabulary</i>	<i>What does proficient student work look like? Provide an example and/or description. (Descriptions were taken from AZ Merit Portal –Item Specifications –Task Demand)</i>	<i>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</i>	<i>When will this standard be taught?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>What will we do when students have already learned this standard?</i>
<b>7.SP3.1</b> Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.  <b>I can ask compelling and supporting questions that reflect enduring issues about the world, past and present.</b>	Open-ended questions Ex: Q: What impact did this event have during the time? A: This event caused the entry of the U.S. into WWII.	Knowing how to ask the right questions		Friday assessment	Provide extension activities

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<p><b>7.SP3.5</b> Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.</p> <p><b>I can investigate history through diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time.</b></p>	<p>Classifying primary sources, determining the authenticity of a primary source</p>	<p>Understanding of primary/secondary sources</p>		<p>Research of a primary source document and how it fits into the unit</p>	<p>Provide extension activities</p>

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<p><b>7.C2.1</b> Explain how revolutions and other changes in government impact citizens’ rights.</p> <p><b>I can clarify how revolutions and other changes in government impact citizens’ rights.</b></p>	<p>Compare/contrast living conditions before and after revolutions</p>	<p>Understanding the various types of political ideologies</p>		<p>Expository essay</p>	<p>Provide extension activities</p>

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<p><b>7.C4.2</b> Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p> <p><b>I can describe the structures and functions of democracy to assess specific rules and laws as a means of addressing public problems.</b></p>	<p>Research the reason behind various laws/ what the law was trying to address</p>	<p>What is a law? How are laws determined? Why do we have laws?</p>		<p>Expository essay research rules and laws</p>	<p>Provide extension activities</p>

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<p><b>7.E2.1</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p><b>I can describe the economic benefits to countries of exploration, conquest, and colonization.</b></p>	<p>Ability to explain how economic decisions affect societies</p>	<p>Ability to determine cause and effect of economic decisions</p>		<p>Expository essay research</p>	<p>Provide extension activities</p>

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<p><b>7.E3.2</b> Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p><b>I can examine the relationship between supply, demand, and competition with importance on how they influence prices, wages, and production.</b></p>	<p>Students will be able to explain the law of supply and demand by using fry bread and customers to describe when to raise or lower the price.</p>	<p>Ability to connect the ideas of supply and demand to economic policies</p>		<p>Create a chart of supply and demand, describe why prices go up and down</p>	<p>Provide extension activities</p>

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<p><b>7.G3.2</b> Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.</p> <p><b>I can question how relationships between humans and environments extend or contract patterns of settlement and movement.</b></p>	<p>Ability to analyze relationships between humans and their environment</p>	<p>Ability to determine why humans have moved and settled in specific environments</p>		<p>Research</p>	<p>Provide extension activities</p>

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<p><b>7.G3.4</b> Evaluate how human population and movement may cause conflict or promote cooperation.</p> <p><b>I can identify the social structure that developed in the civilization.</b></p> <p><b>I can identify the customs, social, and family dynamics of the civilization.</b></p>	<p>Ability to evaluate how movement of groups causes conflict</p>	<p>Ability to describe why conflicts emerge between different groups</p>		<p>Research</p>	<p>Provide extension activities</p>

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<p><b>7.H2.2</b> Compare the multiple causes and effects of conflict and approaches to peacemaking.</p> <p><b>I can identify and compare various causes and effects of conflict and approaches to peacemaking.</b></p>	<p>Ability to compare/contrast declarations of war and peace</p>	<p>Ability to analyze how groups make war or peace</p>		<p>Compare and contrast, essay</p>	<p>Provide extension activities</p>

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<p><b>7.H3.2</b> Analyze how economic and political motivations impact people and events.</p> <p><b>I can investigate how economic and political stimuli impact people and events.</b></p>	<p>Ability to analyze what motivates people/societies</p>	<p>Ability to describe why economics encourages groups to act in certain ways</p>		<p>Research essay</p>	<p>Provide extension activities</p>

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<p><b>7.H3.3</b> Trace how individual rights, freedoms, and responsibilities have evolved over time.</p> <p><b>I can identify important laws made and why they were made.</b></p> <p><b>I can identify citizens' rights and responsibilities in their government.</b></p>	<p>Ability to explain how rights have evolved in societies</p>	<p>Ability to make connections of political and economic growth between groups</p>		<p>Friday Quiz</p>	<p>Provide extension activities</p>