

## GRADE 7

# Contemporary Cultures: 1600 to the Present

Social studies in the seventh grade is a course in contemporary **cultures** that continues from the examination of early **cultures** in grade six. In grade seven, students examine the history and geography of human societies from 1600 to the present. They learn about the growing interaction among these societies as well as the exchange of ideas, beliefs, technologies, and commodities among them. Students also address the continuing growth of the political and economic ideas that shaped the modern world. They study the concepts of reason and authority, the natural rights of human beings, the divine right of kings, experimentalism in science, the development of **limited government**, and the roots of modern-day tensions and issues.

Instruction should utilize the social studies literacy skills for the twenty-first century that are enunciated in chart format in Appendix A. These statements represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of social studies material that is taught at each grade level. Beginning at kindergarten and progressing to graduation, each statement is a developmentally appropriate iteration of the same skill as it is being further honed at each grade band (K–3, 4–5, 6–8, and high school). While most of these skills can be utilized in the teaching of every standard, the most *appropriate* skills for each standard are repeated in a bulleted list at the bottom of the page for that particular standard.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-1:** The student will demonstrate an understanding of the growth and impact of global trade on world civilizations after 1600.

#### Enduring Understanding

European expansion during the 1600s and 1700s was often driven by economic and technological forces. To understand the influence of these forces, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-1.1 Compare the colonial claims and the expansion of European powers through 1770.
- 7-1.2 Explain how technological and scientific advances contributed to the power of European nations.
- 7-1.3 Summarize the policy of **mercantilism** as a way of building a nation's wealth, including government policies to control trade.
- 7-1.4 Analyze the beginnings of **capitalism** and the ways that it was affected by **mercantilism**, the developing **market economy**, international trade, and the rise of the middle class.
- 7-1.5 Compare the differing ways that European nations developed political and economic influences, including trade and settlement patterns, on the continents of Asia, Africa, and the Americas.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify the location of places, the conditions at places, and the connections between places.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-2:** The student will demonstrate an understanding of the concepts of **limited government** and **unlimited government** as they functioned in Europe in the seventeenth and eighteenth centuries.

#### Enduring Understanding

The relationship between citizens and their government is a fundamental component of political rule. To understand the role of **constitutions**, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good by government, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-2.1 Analyze the characteristics of **limited government** and **unlimited government** that evolved in Europe in the 1600s and 1700s.
- 7-2.2 Explain how the scientific revolution challenged authority and influenced **Enlightenment** philosophers, including the importance of the use of reason, the challenges to the Catholic Church, and the contributions of Galileo and Sir Isaac Newton.
- 7-2.3 Analyze the **Enlightenment** ideas of John Locke, Jean-Jacques Rousseau, Montesquieu, and Voltaire that challenged **absolutism** and influenced the development of **limited government**.
- 7-2.4 Explain the effects of the English Civil War and the Glorious Revolution on the power of the **monarchy** in England and on limited government.
- 7-2.5 Explain how the **Enlightenment** influenced the American and French revolutions leading to the formation of limited forms of government, including the relationship between people and their government, the role of **constitutions**, the characteristics of shared powers, the protection of individual rights, and the promotion of the common good.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Understand responsible citizenship in relation to the state, national, and international communities.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-3:** The student will demonstrate an understanding of independence movements that occurred throughout the world from 1770 through 1900.

#### Enduring Understanding

The global spread of democratic ideas and nationalist movements occurred during the nineteenth century. To understand the effects of nationalism, industrialism, and **imperialism**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-3.1 Explain the causes, key events, and outcomes of the French Revolution, including the storming of the Bastille, the Reign of Terror, and Napoleon's rise to power.
- 7-3.2 Analyze the effects of the Napoleonic Wars on the development and spread of nationalism in Europe, including the Congress of Vienna, the revolutionary movements of 1830 and 1848, and the unification of Germany and Italy.
- 7-3.3 Explain how the Haitian, Mexican, and South American revolutions were influenced by **Enlightenment** ideas as well as by the spread of nationalism and the revolutionary movements in the United States and Europe.
- 7-3.4 Explain how the Industrial Revolution caused economic, cultural, and political changes around the world.
- 7-3.5 Analyze the ways that industrialization contributed to **imperialism** in India, Japan, China, and African regions, including the need for new markets and raw materials, the Open Door Policy, and the Berlin Conference of 1884.
- 7-3.6 Explain reactions to **imperialism** that resulted from growing nationalism, including the Zulu wars, the Sepoy Rebellion, the Opium Wars, the Boxer Rebellion, and the Meiji Restoration.
- 7-3.7 Explain the causes and effects of the Spanish-American War as a reflection of American imperialist interests, including acquisitions, military occupations, and status as an emerging world power.

#### Social Studies Literacy Skills for the Twenty-First Century

- Explain change and continuity over time and across **cultures**.
- Interpret parallel time lines from different places and **cultures**.
- Compare the locations of places, the conditions at places, and the connections between places.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-4:** The student will demonstrate an understanding of the causes and effects of world conflicts in the first half of the twentieth century.

#### Enduring Understanding

The influence of both world wars and the worldwide Great Depression are still evident. To understand the effects these events had on the modern world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-4.1 Explain the causes and course of World War I, including militarism, alliances, **imperialism**, nationalism, the assassination of Archduke Franz Ferdinand, the impact of Russia's withdrawal from, and the United States entry into the war.
- 7-4.2 Explain the outcomes of World War I, including the creation of President Woodrow Wilson's Fourteen Points, the Treaty of Versailles, the shifts in national borders, and the League of Nations.
- 7-4.3 Explain the causes and effects of the worldwide **depression** that took place in the 1930s, including the effects of the economic crash of 1929.
- 7-4.4 Compare the ideologies of **socialism**, **communism**, fascism, and Nazism and their influence on the rise of **totalitarian** governments after World War I in Italy, Germany, Japan, and the Soviet Union as a response to the worldwide **depression**.
- 7-4.5 Summarize the causes and course of World War II, including drives for empire, appeasement and **isolationism**, the invasion of Poland, the Battle of Britain, the invasion of the Soviet Union, the "Final Solution," the Lend-Lease program, Pearl Harbor, Stalingrad, the campaigns in North Africa and the Mediterranean, the D-Day invasion, the island-hopping campaigns, and the bombing of Hiroshima and Nagasaki.
- 7-4.6 Analyze the Holocaust and its impact on European society and Jewish **culture**, including Nazi policies to eliminate the Jews and other minorities, the Nuremberg trials, the Universal Declaration of Human Rights, the rise of nationalism in Southwest Asia (Middle East), the creation of the state of Israel, and the resultant conflicts in the region.

#### Social Studies Literacy Skills for the Twenty-First Century

- Compare the locations of places, the conditions at places, and the connections between places.
- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify and explain the relationships among multiple causes and multiple effects.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-5:** The student will demonstrate an understanding of international developments during the **Cold War** era.

#### Enduring Understanding

Events during the **Cold War** affected the world politically, socially, and economically. To understand the significance of the **Cold War**, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-5.1 Compare the political and economic ideologies of the United States and the Soviet Union during the **Cold War**.
- 7-5.2 Summarize the impact of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, and the Warsaw Pact on the course of the **Cold War**.
- 7-5.3 Explain the spread of **communism** in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state **containment**, and the domino theory.
- 7-5.4 Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation.
- 7-5.5 Analyze the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including the growth of resistance movements in Eastern Europe, the policies of Mikhail Gorbachev and Ronald Reagan, and the failures of communist economic systems.

#### Social Studies Literacy Skills for the Twenty-First Century

- Identify and explain the relationships among multiple causes and multiple effects.
- Explain change and continuity over time and across **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Cite specific textual evidence to support the analysis of primary and secondary sources.

## GRADE 7

### Contemporary Cultures: 1600 to the Present

**Standard 7-6:** The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

#### Enduring Understanding

Since the fall of the Soviet Union in 1991, the world's attention no longer focuses on the tension between superpowers. Although problems rooted in the Middle East have captured the world's attention more consistently than the majority of current issues, other concerns have moved to the forefront as well. To understand the modern world, the student will utilize the knowledge and skills set forth in the following indicators:

#### Indicators

- 7-6.1 Summarize the political and social impact of the collapse/dissolution of the Soviet Union and subsequent changes to European borders, including those of Russia and the Independent Republics, the Czech Republic, and Slovakia; the breakup of Yugoslavia; the reunification of Germany; and the birth of the European Union (EU).
- 7-6.2 Compare features of nationalist and independence movements in different regions in the post–World War II period, including Mohandas Gandhi's role in the non-violence movement for India's independence, the emergence of nationalist movements in African and Asian countries, and the collapse of the apartheid system in South Africa.
- 7-6.3 Explain the ongoing conflicts in the Middle East, including the Persian Gulf War, the terrorist attack on September 11, 2001, and the wars in Iraq and Afghanistan.
- 7-6.4 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions.
- 7-6.5 Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet.
- 7-6.6 Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization, including global influences on the environment and the efforts by citizens and governments to protect the natural environment.

### Social Studies Literacy Skills for the Twenty-First Century

- Select or design appropriate forms of social studies resources\* to organize and evaluate social studies information.
- Identify and explain the relationships among multiple causes and multiple effects.
- Integrate information from a variety of media sources with print or digital text in an appropriate manner.
- Explain change and continuity over time and across **cultures**.
- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.

\* Social studies resources include the following: texts, calendars, timelines, maps, mental maps, charts, tables, graphs, flow charts, diagrams, photographs, illustrations, paintings, cartoons, architectural drawings, documents, letters, censuses, artifacts, models, geographic models, aerial photographs, satellite-produced images, and geographic information systems.



## Appendix A

### Social Studies Literacy Skills for the Twenty-First Century

The statements in the chart below represent a continuum of tools, strategies, and perspectives that are necessary for the student's understanding of the social studies material taught at each of the four grade levels. This chart contains statements that do not appear in the bulleted lists in the main text of this document.

<b>Literacy Skills for Social Studies</b>			
<b>Grades K–3</b>	<b>Grades 4–5</b>	<b>Grades 6–8</b>	<b>High School</b>
Distinguish between past, present, and future time.	Establish the chronological order in reconstructing a historical narrative.	Explain change and continuity over time and across <b>cultures</b> .	Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and to extrapolate into the future.
Measure and calculate calendar time.	Create and interpret data in time lines.	Interpret parallel time lines from different places and <b>cultures</b> .	Trace and describe continuity and change across <b>cultures</b> .
Identify cause-and-effect relationships.	Identify and explain cause-and-effect relationships.	Identify and explain the relationships among multiple causes and multiple effects.	Assess the relationships among multiple causes and multiple effects.
Differentiate between fiction and informational text and between primary and secondary sources.	Identify multiple points of view or biases and ask questions that clarify those opinions.	Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.	Evaluate the validity of multiple points of view or biases by using evidence and sound reasoning.
Explain the difference between fact and opinion.	Explain the difference between fact and opinion, evidence and argument.	Analyze evidence, arguments, claims, and beliefs.	Analyze and evaluate evidence, arguments, claims, and beliefs.
Interpret information from a variety of social studies resources.	Utilize different types of media to synthesize social studies information from a variety of social studies resources.	Select or design appropriate forms of social studies resources to organize and evaluate social studies information.	Analyze, interpret, and synthesize social studies information to make inferences and draw conclusions.

## Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Recognize maps, <b>mental maps</b> , and geographic models as representations of spatial relationships.	Create maps, <b>mental maps</b> , and geographic models to represent spatial relationships.	Interpret Earth’s physical and human systems by using maps, <b>mental maps</b> , geographic models, and other social studies resources.	Represent and interpret Earth’s physical and human systems by using maps, <b>mental maps</b> , geographic models, and other social studies resources to make inferences and draw conclusions.
Find and describe the locations and conditions of places.	Identify the locations of places, the conditions at places, and the connections between places.	Compare the locations of places, the conditions at places, and the connections between places.	Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.
Identify his or her place in the family, school, and community.	Explain his or her relationship to others in American society and <b>culture</b> .	Explain his or her relationship to others in the global community.	Explain contemporary patterns of human behavior, <b>culture</b> , and political and economic systems.
Practice responsible citizenship within his or her school, community, and state.	Demonstrate responsible citizenship within local, state, and national communities.	Understand responsible citizenship in relation to the state, national, and international communities.	Model informed participatory citizenship.
Identify political, social, and economic institutions that affect the student, the school, and the community.	Explain how political, social, and economic institutions have influenced the state and nation throughout history.	Explain how political, social, and economic institutions are similar or different across time and/or throughout the world.	Explain how groups work to challenge traditional institutions and effect change to promote the needs and interests of society.
Distinguish between wants and needs and between consumers and producers.	Explain the <b>opportunity cost</b> involved in the allocation of scarce productive resources.	Explain how the endowment and development of productive resources affects economic decisions and global interactions.	Compare the ways that different <b>economic systems</b> answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.

## Literacy Skills for Social Studies

Grades K–3	Grades 4–5	Grades 6–8	High School
Understand that people make choices based on the scarcity of resources.	Illustrate the fact that some choices provide greater benefits than others.	Apply economic decision making to understand how limited resources necessitate choices.	Analyze how a scarcity of productive resources affects economic choices.
Explain the use of barter and money in exchange for goods and services.	Explain how <b>specialization</b> facilitates trade.	Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.	Explain how an interdependent, specialized, and voluntary worldwide trade network affects a nation’s standard of living and economic growth.
Distinguish between the public and private sectors of the economy.	Identify connections between government policies, property rights, and <b>free enterprise</b> .	Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being.	Explain how the United States government provides public services, redistributes income, regulates economic activity, and promotes economic growth.
Explain the importance of the connection between education and success in life.	Explain the importance of saving, investment, and employment in creating personal and social wealth.	Explain the use of a budget in making personal economic decisions and planning for the future.	Explain how investment in human capital such as health, education, and training leads to economic growth.
Explain the importance of jobs in the fulfillment of personal and social goals.	Explain the importance of taxes in providing public services to meet the needs of the individual and the community.	Explain how <b>entrepreneurship</b> and economic risk-taking promotes personal and social economic development in the past and the present.	Analyze the role of the government in promoting <b>entrepreneurial</b> activity.

**PARTNERSHIP FOR THE 21<sup>ST</sup> CENTURY SKILLS**

<b>Grades K–3</b>	<b>Grades 4–5</b>	<b>Grades 6–8</b>	<b>High School</b>
Use a wide range of idea-creation techniques.	Create new solutions to problems.	Elaborate and refine ideas in order to improve and maximize creative efforts.	Analyze and evaluate ideas in order to improve and maximize creative efforts.
Share thoughts and ideas willingly.	Listen to and discuss the ideas of others.	Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing.	Communicate effectively in diverse environments by using media and technology.
Work in teams to learn collaboratively.	Demonstrate the ability to work effectively and respectfully with teams of diverse individuals.	Demonstrate the ability and willingness to make compromises to accomplish a common team goal.	Assume shared responsibility for collaborative work and value the contributions made by each team member.
Generate writing that expresses a main idea and uses supporting details to establish that idea.	Generate writings that express a main idea and uses supporting details to establish that idea for a variety of audiences.	Create a thesis supported by research to convince an audience of its validity.	Create a research paper with a thesis supported by evidence and sound arguments.
<b>LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND OTHER TECHNICAL SUBJECTS</b>			
Ask and answer questions to demonstrate his or her understanding of a text, using the text as the basis for the answers.	Cite details from a text to support conclusions made from that text.	Cite specific textual evidence to support the analysis of primary and secondary sources.	Utilize contextual information to support the analysis of primary and secondary sources.
Use visual elements as aids to understand where, when, why, and how.	Interpret visual information to deepen his or her understanding.	Integrate information from a variety of media sources with print or digital text in an appropriate manner.	Synthesize ideas and data to determine their validity and authenticity.

## Appendix B

### Social Studies Standards Glossary

Social Studies Glossary	
<b>absolutism</b>	A form of government in which all power is held by a single ruler.
<b>antebellum</b>	Existing before the outbreak of war—especially used in reference to the American Civil War.
<b>anti-natal</b>	A system or policy concerned with limiting population growth.
<b>authoritarian</b>	The structure of government in which power is concentrated in an individual or small group and is built upon the demand of absolute obedience by citizens to this authority.
<b>balkanization</b>	The process of decentralizing political power; breaking up of a region into smaller independent states.
<b>black codes</b>	The unofficial laws passed by southern governments during Reconstruction in an attempt to continue to control their former slaves. These laws were nullified by the fourteenth and fifteenth amendments to the Constitution.
<b>business cycles</b>	Repetitive periods of economic activity including growth, <b>recession</b> , and recovery.
<b>capitalism</b>	An economic system characterized by private ownership and investment in the means of production (i.e., capital); a system in which economic decisions are based on <b>supply and demand</b> , competition, and price in a free market.
<b>checks and balances</b>	An application of <b>limited government</b> in which each branch and/or level of government has the ability to “check” (i.e., restrict) the functions and exercise of power by other branches/levels of government.
<b>Cold War</b>	The period from the end of World War II to the fall of the Berlin Wall (1945–89) during which the political, economic, social, and military objectives of the United States and its democratic allies directly rivaled those of the Soviet Union and its communist satellites.
<b>Columbian Exchange</b>	The name coined by the environmental historian Alfred W. Crosby to describe the widespread exchange of plants, animals, human populations, diseases, and technology that began in 1492 with the first voyage of Christopher Columbus and spread throughout Europe, Asia, Africa, and the Americas.

<b>communism</b>	A political system in which all property and wealth is, in theory, owned by all the citizens in a classless society that is controlled by their government.
<b>confederal</b>	<i>Confederal system.</i> An alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., Articles of Confederation, Confederate States of America).
<b>concurrent</b>	<i>Concurrent powers.</i> The application of federalism in which a function or authority is possessed by both the national and state governments at the same time.
<b>conservative</b>	Tending or disposed to maintaining traditional or existing views, conditions, or institutions. (The specific policies supported by conservatives have changed over the course of history.)
<b>constitutions</b>	The plans—written or unwritten—of individual governments that outline the structures and functions of those particular bodies and serve as a social contract between them and the people under their authority.
<b>containment</b>	The policy of restricting the expansion of <b>communism</b> during the post–World War II period.
<b>Crusades</b>	A series of wars fought between the Muslims and Christians over control of the Holy Land in the eleventh through the thirteenth centuries.
<b>culture/cultures</b>	The learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (e.g., food, clothing, buildings, tools, machines).
<b>demand</b>	The desire and ability of individuals to purchase economic goods or services at the market price. Along with <b>supply</b> , one of the two key determinants of price.
<b>democracy</b>	A form of government in which political authority rests with the people and is exercised by all the people, either directly or indirectly through their elected representatives.
<b>demographic patterns</b>	Changes shown in population size, composition, rates of growth, density, fertility, mortality rate, and/or migration.
<b>depression</b>	A prolonged and severe decline in the level of economic activity in a state or nation.
<b>discrimination</b>	The practice of denying people rights or treating people unfairly on the basis of categorical or prejudicial thinking.

<b>economic disparity</b>	A discernable difference in the economic well-being of defined segments of the population—males and females, for example, or African Americans and whites.
<b>Enlightenment</b>	The Age of Reason—the eighteenth-century movement in which philosophers used reason and scientific methodology to explain how the universe worked.
<b>entrepreneurs/ entrepreneurial/ entrepreneurship</b>	Individuals who assume the risk in producing a product for a profit—their role and enterprise.
<b>enumerated</b>	<i>Enumerated powers.</i> Authoritative capacities delegated to the federal government by the U.S. Constitution.
<b>ethnic/ethnicity</b>	A classification of large groups of people according to common racial, national, tribal, religious, linguistic, or cultural origin or background.
<b>free enterprise</b>	An economic system in which private businesses compete for profit without government involvement beyond those regulations necessary to protect public interest and to keep the nation’s economy in balance.
<b>globalization</b>	The process of the increasing interconnectedness of the world through trade, migration, technology, and <b>culture</b> diffusion.
<b>humanism</b>	The way of thinking and learning that stresses the importance of individual human worth, ability, and dignity.
<b>imperialism</b>	The policy and process of creating an empire through the acquisition of colonies and/or the establishment of economic spheres of interest.
<b>isolationism</b>	The policy of staying out of the business of other nations by abstention from alliances and other international political relations.
<b>Jim Crow laws</b>	Laws passed in the late nineteenth and twentieth centuries in order to control the population of African Americans by means of segregation.
<b>liberal</b>	Tending or disposed to espousing unconventional, nontraditional views, conditions, or institutions; open to change. (The policies supported by liberals have changed over the course of history.)
<b>limited government</b>	A political principle or structure in which minimal authority and power is granted to the government and is restricted to only that which is necessary for the government to perform its function.
<b>market economy</b>	An economic system in which prices are determined by the free exchange of goods and services with minimum government interference.

<b>mental maps</b>	The mental images that a person has of particular areas, including his or her knowledge of features and spatial relationships.
<b>mercantilism</b>	An economic policy under which nations seek to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they buy.
<b>monarchy</b>	The form of government in which political power is exercised by a single person, usually under the claim of divine or hereditary right.
<b>nation-states</b>	Political units that claim sovereignty over defined territories inhabited by groups of people who share traditions, beliefs, and language.
<b>opportunity cost</b>	The value of any alternative that one must give up when he or she makes a choice.
<b>political machines</b>	Organizations whose main goal is the money, influence, and prestige of getting and keeping political power rather than the fostering of any particular political ideology.
<b>popular sovereignty</b>	The political concept that government is created and given authority through the consent of the people and that the people thereby retain the right to “alter or abolish” that government.
<b>population density</b>	The number of people occupying a specific unit of land measurement.
<b>population distribution</b>	The makeup of the human population in a particular area in terms of variables such as age, race, or sex.
<b>pro-natal</b>	A system or policy concerned with supporting population growth.
<b>recession</b>	A period of two consecutive yearly quarters with negative economic growth.
<b>republican/ republicanism</b>	A form of government that functions through the use of representatives elected by the citizens; republican government is often referred to as “representative” government.
<b>reserved</b>	<i>Reserved powers.</i> An application of federalism in which any function or authority that is not delegated to the federal government or prohibited to state governments is reserved to the states or the people.
<b>rule of law</b>	The principle that every member of a society, even a ruler, must follow the law.
<b>sectionalism</b>	The placing of the interests of one’s own region ahead of those of the nation’s as a whole.



<b>separation of powers</b>	A principle of American government that requires constitutional authority to be shared by the legislative, judicial, and executive branches of government.
<b>socialism</b>	An economic and political system in which the government owns or regulates the production and distribution of goods.
<b>suffrage</b>	The right to vote.
<b>supply</b>	The quantities of a good or service that a firm is willing and able to make available for sale at varying prices (economic concept of supply and <b>demand</b> ).
<b>totalitarian</b>	The twentieth-century governmental structure or principle in which the state exercises centralized, absolute control of all aspects of life for individual citizens.
<b>unitary</b>	<i>Unitary system.</i> A government in which all authority is vested in a central authority from which regional and local governments derive their powers.
<b>unlimited government</b>	The political principle or structure that allows a government to expand its authority and power as it deems necessary in order to accomplish its own goals and objectives.

## Appendix C

### Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. Their results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon).

The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators in improving instruction and ensuring that their lessons and assessments are aligned with one another and with the state standards.

Social studies goes well beyond simple recognition and recall and the memorization of facts that many people mistake for the core of history. The verbs in the indicators of the 2011 social studies academic standards are subcategories of the six cognitive processes described in the revised Bloom's taxonomy. The verbs are intentionally selected to be appropriate when teaching the particular content in each indicator. For example, one might *compare* two civilizations or *summarize* the achievements of one civilization. Both of these are included in the cognitive process dimension *understand*, which has five other processes: *interpreting*, *exemplifying*, *classifying*, *inferring*, and *explaining*. All seven subcategories are important aspects of *understanding* and should be part of the learning process for that indicator when they are appropriate for the content. In addition, cognitive process categories lower on the taxonomy may need to be addressed in order to reach the next level. For example, students need to *recognize* and *recall* some details about each of two civilizations in order to *compare* them. State assessments such as the EOCEP and PASS might address any of the subcategories in a particular cognitive category or categories lower on the taxonomy as appropriate to the content. Beginning with these revised social studies standards, descriptions of the kinds of learning required in South Carolina standards will be drawn directly from the revised Bloom's taxonomy.

Tables 1 and 2 below are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing*, pages 46 and 67, respectively. Table 3, "A Taxonomy for Teaching, Learning, and Assessing," describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning*.

**Table 1: The Knowledge Dimension**

<b>MAJOR TYPES AND SUBTYPES</b>		<b>EXAMPLES</b>
<b>A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it</b>		
<b>AA.</b>	Knowledge of terminology	Technical vocabulary, musical symbols
<b>AB.</b>	Knowledge of specific details and elements	Major natural resources, reliable sources of information
<b>B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together</b>		
<b>BA.</b>	Knowledge of classifications and categories	Periods of geological time, forms of business ownership
<b>BB.</b>	Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
<b>BC.</b>	Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
<b>C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods</b>		
<b>CA.</b>	Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
<b>CB.</b>	Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
<b>CC.</b>	Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton’s second law, criteria used to judge the feasibility of using a particular method to estimate business costs
<b>D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition</b>		
<b>DA.</b>	Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
<b>DB.</b>	Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
<b>DC.</b>	Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one’s own knowledge level

From Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Educational Objectives*, © 2001. Published by Allyn and Bacon, Boston, MA. © 2001 by Pearson Education. Reprinted by permission of the publisher.