

Vocabulary	
Recommended Texts*	Resources *

* List your vocabulary, recommended texts, and resources - we will be collecting them at the end of the year.



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Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
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the teachers and administrators who helped develop and revise the pacing guides.

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DRAFT

Seventh Grade • First Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

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Grade 7 Social Studies First Quarter			
History/World History Eastern Hemisphere	Geography	Economics	Civics and Government
<p>7 - H1.1.1</p> <p><input type="checkbox"/> I CAN explain why historians use eras and time periods to explain human activity.</p> <p>7- H1.2.1</p> <p><input type="checkbox"/> I CAN describe and explain how historians use different sources to study the past.</p> <p><input type="checkbox"/> I CAN identify different sources that historians use to study the past.</p> <p>7 - H1.2.3</p> <p><input type="checkbox"/> I CAN identify the perspective of the author when reading and discussing primary and secondary sources.</p> <p>7 - H1.2.5</p> <p><input type="checkbox"/> I CAN describe how historians use different forms of inquiry to identify cause and effect relationships.</p> <p><input type="checkbox"/> I CAN identify that many events in history have multiple causes.</p> <p>7- H1.2.6</p> <p><input type="checkbox"/> I CAN describe why people are important in history and how their ideas can impact the world.</p> <p>7 - H1.4.2</p> <p><input type="checkbox"/> I CAN describe themes in history, and use them to study patterns of change over times.</p> <p>7 - W1.2.1</p> <p><input type="checkbox"/> I CAN explain why people settle where they have in the past because of the natural environment.</p> <p>7 - W1.2.3</p> <p><input type="checkbox"/> I CAN compare and contrast the environments, economies, and social institutions of two early civilizations from different world regions.</p> <p>7- W2.1.4</p> <p><input type="checkbox"/> I CAN define the ideas of cultural diffusion and describe how it resulted in the spread of ideas and technology from one region to another.</p> <p>7 - W2.1.5</p> <p><input type="checkbox"/> I CAN define pastoralism and explain how the climate and geography of Central Asia contributed to the rise of pastoral societies on the steppes.</p>	<p>7 - G1.1.1</p> <p><input type="checkbox"/> I CAN explain and use a variety of maps, globes, and web-based geography technology to study the world.</p> <p>7- G1.2.1</p> <p><input type="checkbox"/> I CAN locate the major landforms, rivers, and climate regions of the Eastern Hemisphere.</p> <p>7- G1.2.2</p> <p><input type="checkbox"/> I CAN explain why maps of the same place may be different because of cultural or historical background of the mapmaker.</p> <p>7 - G1.2.3</p> <p><input type="checkbox"/> I CAN use observations from air photos, photographs, and films to answer geographic questions about the human and physical characteristics of places and regions.</p> <p>7 - G1.2.4</p> <p><input type="checkbox"/> I CAN illustrate the general population distribution of the Eastern Hemisphere on a map, figure out the patterns, and write two statements about the location and density of the population.</p> <p>7 - G1.3.1</p> <p><input type="checkbox"/> I CAN use the five themes of geography to describe regions or places on Earth.</p> <p>7 - G1.3.2</p> <p><input type="checkbox"/> I CAN explain why people settle where they do because of the characteristics of the land.</p> <p>7 - G1.3.3</p> <p><input type="checkbox"/> I CAN explain different ways that places are connected and how those connections show dependence on each other.</p> <p>7- G2.1.1</p> <p><input type="checkbox"/> I CAN describe the landform features and the climate of the region we are studying.</p> <p>7 - G2.1.2</p> <p><input type="checkbox"/> I CAN use information from Geographic Information System. Remote sensing, and the internet to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.</p> <p>7 - G2.2.1</p> <p><input type="checkbox"/> I CAN describe characteristics of a region such as languages, religion, and the economic, governmental, and cultural traditions.</p> <p>7 - G3.2.1</p> <p><input type="checkbox"/> I CAN describe the different types of ecosystems and its latitudes, elevations, and human activities in their locations.</p> <p>7- G3.2.2</p> <p><input type="checkbox"/> I CAN explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities.</p> <p>7 - G3.2.3</p> <p><input type="checkbox"/> I CAN explain why different ecosystems of a continent provide opportunities for human use.</p> <p><input type="checkbox"/> I CAN explain how technology can enhance human use of ecosystems.</p> <p>7- G4.3.2</p> <p><input type="checkbox"/> I CAN use historical and modern maps to describe where people have settled in the past and present times.</p> <p>7 - G5.1.1</p> <p><input type="checkbox"/> I CAN describe how human actions impact the environment.</p> <p>7 - G5.1.3</p> <p><input type="checkbox"/> I CAN explain how humans can change the environment, and how changes in one area may have an impact on another area.</p> <p>7- G5.2.1</p> <p><input type="checkbox"/> I CAN describe how changes in the environment affect human activities and the choices people have to make to adjust to those changes.</p>	<p>7- E1.1.1</p> <p><input type="checkbox"/> I CAN explain the role of incentives in different economic systems.</p> <p>7 - E1.1.2</p> <p><input type="checkbox"/> I CAN describe the circular flow model and explain how it affects public service.</p> <p>7 - E2.3.1</p> <p><input type="checkbox"/> I CAN explain how governments make decisions that affect both the country and other countries using its resources.</p> <p>7 - E3.1.1</p> <p><input type="checkbox"/> I CAN explain the importance of trade on national economies in the Eastern Hemisphere.</p> <p>7 - E3.1.2</p> <p><input type="checkbox"/> I CAN illustrate the movement of a consumer product from where it is made to where it is sold to show the flow of materials, labor, and global supply.</p> <p>7 - E3.1.3</p> <p><input type="checkbox"/> I CAN describe the impact of trade on a region of the Eastern Hemisphere by graphing the information.</p> <p>7 - E3.1.4</p> <p><input type="checkbox"/> I CAN explain how new ideas for communication affect where and how people work.</p> <p>7 - E3.3.1</p> <p><input type="checkbox"/> I CAN explain how economic systems answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of the product? **</p>	<p>7 - C1.1.1</p> <p><input type="checkbox"/> I CAN explain how government affects relationships between individuals, government, and society.</p> <p>7 - C4.3.2</p> <p><input type="checkbox"/> I CAN explain how governments need to cooperate in order to address international issues.</p> <div> <div>Public Discourse, Decision Making and Citizen Involvement</div> <p>7 - P3.1.1a</p> <p><input type="checkbox"/> I CAN clearly state an issue as a question of public policy orally or in written form.</p> <p>7 - P3.1.1c</p> <p><input type="checkbox"/> I CAN identify the causes and consequences and analyze the impact, both positive and negative of an issue.</p> <p>7 - P3.1.1f</p> <p><input type="checkbox"/> I CAN develop an action plan to address or inform others about an issue at the local to global scales.</p> </div>

** Possible Project

Vocabulary	
Recommended Texts*	Resources*

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Seventh Grade • Second Quarter
Pacing Guide



Social Studies

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Grade 7 Social StudiesSecond Quarter		
History/World History Eastern Hemisphere	Geography	Civics and Government
<p>7 - H1.1.1 <input type="checkbox"/> I CAN explain why historians use eras and time periods to explain human activity.</p> <p>7 - H1.1.2 <input type="checkbox"/> I CAN describe and compare different ways people in the past used calendars and systems of time.</p> <p>7 - H1.2.1 <input type="checkbox"/> I CAN describe and explain how historians use different sources to study the past. <input type="checkbox"/> I CAN identify different sources that historians use to study the past.</p> <p>7 - H1.2.2 <input type="checkbox"/> I CAN comprehend basic facts like who, what, where,when ,why and how, from historical passages. <input type="checkbox"/> I CAN identify consequences of historical events and actions.</p> <p>7 - H1.2.3 <input type="checkbox"/> I CAN identify perspective of the author when reading and discussing primary and secondary sources.</p> <p>7 - H1.2.4 <input type="checkbox"/> I CAN interpret different historical perspectives based on facts (evidence).</p> <p>7 - H1.2.5 <input type="checkbox"/> I CAN describe how historians use different forms of inquiry to identify cause and effect relationships. <input type="checkbox"/> I CAN identify that many events in history have multiple causes.</p> <p>7 - H1.2.6 <input type="checkbox"/> I CAN describe why people are important in history and how their ideas can impact the world.</p> <p>7 - H1.4.1 <input type="checkbox"/> I CAN use cultural institutions to study an era and/or region.</p> <p>7 - H1.4.2 <input type="checkbox"/> I CAN describe themes in history, and use them to study patterns of change over time.</p> <p>7 - H1.4.3 <input type="checkbox"/> I CAN use historical perspectives to analyze global issues faced by human in the past & present.</p> <p>7 - W1.1.1 <input type="checkbox"/> I CAN explain how and when humans populated major regions of the Eastern Hemisphere.</p> <p>7 - W1.1.2 <input type="checkbox"/> I CAN explain what archaeologists have learned about Paleolithic and Neolithic patterns of life in the Eastern Hemisphere.</p> <p>7 - W1.2.1 <input type="checkbox"/> I CAN explain why people settle where they have in the past because of the natural environment.</p> <p>7 - W1.2.2 <input type="checkbox"/> I CAN explain the impact of the Agricultural Revolution.</p> <p>7 - W1.2.3 <input type="checkbox"/> I CAN compare and contrast the environments, economies, and social institutions of two early civilizations from different world regions.</p> <p>7 - W2.1.1 <input type="checkbox"/> I CAN describe the importance of human language, and how it has helped culture develop.</p> <p>7 - W2.1.2 <input type="checkbox"/> I CAN use historical and modern maps to locate, describe and study major river systems, and tell why these settings helped permanent settlements grow.</p> <p>7 - W2.1.3 <input type="checkbox"/> I CAN study early civilizations and describe their common features.</p> <p>7 - W2.1.4 <input type="checkbox"/> I CAN define the ideas of cultural diffusion and describe how it resulted in the spread of ideas and technology from one region to another.</p> <p>7 - W2.3.1 <input type="checkbox"/> I CAN describe the characteristics that classical civilizations share.</p> <p>7 - W3.1.3 <input type="checkbox"/> I CAN compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 - W3.1.5 <input type="checkbox"/> I CAN describe major achievements from the Eastern civilizations in the areas of art, architecture, science, technology and mathematics, and government.</p> <p>7 - W3.1.6 <input type="checkbox"/> I CAN use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 - W3.1.7 <input type="checkbox"/> I CAN use a specific situation to describe how trade helped cultures to mix and influenced the economy within empires.</p> <p>7 - W3.1.9 <input type="checkbox"/> I CAN describe the importance of laws, belief systems, written languages, and communication in development of large regional empires.</p>	<p>7 - G1.1.1 <input type="checkbox"/> I CAN explain and use a variety of maps, globes, and web-based geography technology to study the world.</p> <p>7- G1.2.1 <input type="checkbox"/> I CAN locate the major landforms, rivers, and climate regions of the Eastern Hemisphere.</p> <p>7- G1.2.2 <input type="checkbox"/> I CAN explain why maps of the same place may be different because of cultural or historical background of the mapmaker.</p> <p>7 - G1.2.3 <input type="checkbox"/> I CAN use observations from air photos, photographs, and films to answer geographic questions about the human and physical characteristics of places and regions.</p> <p>7 - G1.3.2 <input type="checkbox"/> I CAN explain why people settle where they do because of the characteristics of the land.</p> <p>7- G2.1.1 <input type="checkbox"/> I CAN describe the landform features and the climate of the region we are studying.</p> <p>7 - G2.1.2 <input type="checkbox"/> I CAN use information from Geographic Information System. Remote sensing, and the internet to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.</p> <p>7 - G2.2.3 <input type="checkbox"/> I CAN explain how people's perspectives of places and regions are dependent on their culture and experience.</p> <p>7 - G4.2.1 <input type="checkbox"/> I CAN explain how different ancient technologies help people world-wide, and how there are advantages and disadvantages to each.</p> <p>7- G4.3.1 <input type="checkbox"/> I CAN identify places in the Eastern Hemisphere that have been modified to be conducive to settlement by describing the modifications that were necessary.</p> <p>7- G4.3.2 <input type="checkbox"/> I CAN use historical and modern maps to describe where people have settled in the past and present times.</p> <p>7 - G5.1.2 <input type="checkbox"/> I CAN explain how different types of technology can change the environment, and help people use the resources.</p>	<p>7 - C3.6.1 <input type="checkbox"/> I CAN define a nation-state and explain how Eastern Hemisphere nations interact.</p> <p>7 - C4.3.2 <input type="checkbox"/> I CAN explain how governments need to cooperate in order to address international issues.</p>
		Economics
		<p>7 - E2.3.1 <input type="checkbox"/> I CAN explain how governments make decisions that affect both the country and other countries using its resources.</p> <p>7 - E3.1.1 <input type="checkbox"/> I CAN explain the importance of trade on national economies in the Eastern Hemisphere.</p> <p>7 - E3.1.2 <input type="checkbox"/> I CAN illustrate the movement of a consumer product from where it is made to where it is sold to show the flow of materials, labor, and global supply.</p> <p>7 - E3.1.3 <input type="checkbox"/> I CAN describe the impact of trade on a region of the Eastern Hemisphere by graphing the information</p> <p>7 - E3.3.1 <input type="checkbox"/> I CAN explain how economic systems answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of the product?</p>
		Public Discourse, Decision Making and Citizen Involvement
		<p>7 - P3.1.1b <input type="checkbox"/> I CAN use inquiry methods to acquire content knowledge and appropriate data about an issue.</p> <p>7 - P3.1.1c <input type="checkbox"/> I CAN identify the causes and consequences and analyze the impact, both positive and negative of an issue.</p> <p><input type="checkbox"/> I CAN develop an action plan to address or inform others about an issue at the local to global scales.</p> <p>7 - P4.2.1 <input type="checkbox"/> I CAN demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>

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Seventh Grade • Third Quarter
Pacing Guide



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History/World History Eastern Hemisphere			Geography			Civics and Government		
<p>7 - H1.1.1</p> <p><input type="checkbox"/> I CAN explain why historians use eras and time periods to explain human activity.</p> <p>7- H1.2.1</p> <p><input type="checkbox"/> I CAN describe and explain how historians use different sources to study the past.</p> <p><input type="checkbox"/> I CAN identify different sources that historians use to study the past.</p> <p>7 - H1.2.2</p> <p><input type="checkbox"/> I CAN comprehend basic facts like who, what, where,when ,why and how, from historical passages.</p> <p><input type="checkbox"/> I CAN identify consequences of historical events and actions.</p> <p>7 - H1.2.3</p> <p><input type="checkbox"/> I CAN identify the perspective of the author when reading and discussing primary and secondary sources.</p> <p>7- H1.2.6</p> <p><input type="checkbox"/> I CAN describe why people are important in history and how their ideas can impact the world.</p> <p>7- H1.4.1</p> <p><input type="checkbox"/> I CAN use cultural institutions to study an era and/or region.</p> <p>7 - H1.4.2</p> <p><input type="checkbox"/> I CAN describe themes in history, and use them to study patterns of change over times.</p> <p>7 - H1.4.3</p> <p><input type="checkbox"/> I CAN use historical perspectives to analyze global issues faced by human in the past and present.</p> <p>7 - W1.2.3</p> <p><input type="checkbox"/> I CAN compare and contrast the environments, economies, and social institutions of two early civilizations from different world regions.</p> <p>7- W3.1.2</p> <p><input type="checkbox"/> I CAN use historical and modern maps to locate three major empires, describe their geographic characteristics, and suggest a relationship between these characteristics and the development of early empires.</p> <p>7 - W3.1.3</p> <p><input type="checkbox"/> I CAN compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 - W3.1.4</p> <p><input type="checkbox"/> I CAN assess the importance of Greek ideas about democracy and citizenship in the development of Western societies.</p> <p>7- W3.1.5</p> <p><input type="checkbox"/> I CAN describe major achievements from the Eastern civilizations in the areas of art, architecture, science, technology and mathematics, and government.</p> <p>7 - W3.1.6</p> <p><input type="checkbox"/> I CAN use historic and modern maps to locate and describe trade networks among empires in the classical era.</p> <p>7 - W3.1.7</p> <p><input type="checkbox"/> I CAN use a specific situation to describe how trade helped cultures to mix and influenced the economy within empires.</p> <p>7 - W3.1.8</p> <p><input type="checkbox"/> I CAN describe the role of government, military power, tax systems, and forced labor such as slavery, in building lasting empires.</p> <p>7- W3.1.9</p> <p><input type="checkbox"/> I CAN describe the importance of laws, belief systems, written languages, and communication in development of large regional empires.</p> <p>7 - W3.1.10</p> <p><input type="checkbox"/> I CAN create a timeline that shows the rise and fall of classical empires during the classical period.</p> <p>7 - W3.2.1</p> <p><input type="checkbox"/> I CAN identify and describe the beliefs of the five major world religions.</p> <p>7 - W3.2.2</p> <p><input type="checkbox"/> I CAN describe the central location of major religions and illustrate the spread through the 3rd century.</p> <p>7 - W3.2.3</p> <p><input type="checkbox"/> I CAN identify and describe the ways that religions bring people together in their perspectives of the world and help cultural integration to</p>			<p>7 - G1.1.1</p> <p><input type="checkbox"/> I CAN explain and use a variety of maps, globes, and web-based geography technology to study the world.</p> <p>7- G1.1.2</p> <p><input type="checkbox"/> I CAN draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions.</p> <p>7- G1.2.1</p> <p><input type="checkbox"/> I CAN locate the major landforms, rivers, and climate regions of the Eastern Hemisphere.</p> <p>7 - G1.2.4</p> <p><input type="checkbox"/> I CAN illustrate the general population distribution of the Eastern Hemisphere on a map, figure out the patterns, and write two statements about the location and density of the population.</p> <p>7- G2.1.1</p> <p><input type="checkbox"/> I CAN describe the landform features and the climate of the region we are studying.</p> <p>7- G2.2.2</p> <p><input type="checkbox"/> I CAN explain how communities are affected positively and negatively by changes in technology.</p> <p>7- G2.2.3</p> <p><input type="checkbox"/> I CAN explain how people’s perspectives of places and regions are dependent on their culture and experience.</p> <p>7- G3.1.1</p> <p><input type="checkbox"/> I CAN construct climate graphs from different locations to answer geographic questions and make predictions based on patterns.</p> <p>7 - G4.1.1</p> <p><input type="checkbox"/> I CAN give examples of cultural diffusion and explain how cultures share certain interests in music, sports, food, entertainment, and clothing styles.</p> <p>7 - G4.1.2</p> <p><input type="checkbox"/> I CAN explain how the roles of women in traditional African societies in the past and roles of women in modern societies have changed.</p> <p>7 - G4.2.1</p> <p><input type="checkbox"/> I CAN explain how different ancient technologies help people world-wide, and how there are advantages and disadvantages to each.</p> <p><input type="checkbox"/> I CAN explain how different modern technologies help people world-wide, and how there are advantages and disadvantages to each.</p> <p>7- G4.3.2</p> <p><input type="checkbox"/> I CAN use historical and modern maps to describe where people have settled in the past and present times.</p> <p>7 - G4.4.1</p> <p><input type="checkbox"/> I CAN explain how natural resources have forced cultural groups to cooperate and how they can cause conflicts.</p> <p>7 - G4.4.2</p> <p><input type="checkbox"/> I CAN describe examples of cooperation and conflict within the European Union.</p>			<p>7 - C1.1.1</p> <p><input type="checkbox"/> I CAN compare and contrast the differences between monarchies, theocracies, dictatorships, and representative governments.</p> <p>7 - C3.6.1</p> <p><input type="checkbox"/> I CAN define a nation-state and explain how Eastern Hemisphere nations interact.</p> <p>7 - C4.3.2</p> <p><input type="checkbox"/> I CAN explain how governments need to cooperate in order to address international issues.</p> <p>7 - C4.3.3</p> <p><input type="checkbox"/> I CAN explain why governments belong to different types of international and regional organizations.</p>		
						Economics		
						<p>7 - E2.3.1</p> <p><input type="checkbox"/> I CAN explain how governments make decisions that affect both the country and other countries using its resources.</p> <p>7 - E3.1.1</p> <p><input type="checkbox"/> I CAN explain the importance of trade on national economies in the Eastern Hemisphere.</p> <p>7 - E3.1.3</p> <p><input type="checkbox"/> I CAN describe the impact of trade on a region of the Eastern Hemisphere by graphing the information</p> <p>7 - E3.3.1</p> <p><input type="checkbox"/> I CAN explain how economic systems answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of the product?</p>		
						Public Discourse, Decision Making and Citizen Involvement		
						<p>7 - P3.1.1c</p> <p><input type="checkbox"/> I CAN identify the causes and consequences and analyze the impact, both positive and negative of an issue.</p> <p>7 - P3.1.1f</p> <p><input type="checkbox"/> I CAN develop an action plan to address or inform others about an issue at the local to global scales.</p>		

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Grade 7					Social Studies					Fourth Quarter				
History/World History Eastern Hemisphere		Geography		Civics and Government		Economics		Public Discourse, Decision Making and Citizen Involvement						
<p>7 - H1.1.1</p> <p><input type="checkbox"/> I CAN explain why historians use eras and time periods to explain human activity.</p> <p>7 - H1.2.1</p> <p><input type="checkbox"/> I CAN describe and explain how historians use different sources to study the past.</p> <p><input type="checkbox"/> I CAN identify different sources that historians use to study the past.</p> <p>7 - H1.2.3</p> <p><input type="checkbox"/> I CAN identify the perspective of the author when reading and discussing primary and secondary sources.</p> <p>7 - W1.2.3</p> <p><input type="checkbox"/> I CAN compare and contrast the environments, economies, and social institutions of two early civilizations from different world regions.</p>		<p>7 - G1.1.1</p> <p><input type="checkbox"/> I CAN explain and use a variety of maps, globes, and web-based geography technology to study the world.</p> <p>7 - G1.2.1</p> <p><input type="checkbox"/> I CAN locate the major landforms, rivers, and climate regions of the Eastern Hemisphere.</p> <p>7 - G1.2.5</p> <p><input type="checkbox"/> I CAN use information from modern technology such as Geographic Positioning Systems and satellite remote sensing to locate information about where things are located to answer geographic questions.</p> <p>7 - G1.2.6</p> <p><input type="checkbox"/> I CAN use geographic questioning and organizing skills to study a problem or issue of importance to a region of the Eastern Hemisphere.</p> <p>7 - G2.1.1</p> <p><input type="checkbox"/> I CAN describe the landform features and the climate of the region we are studying.</p> <p>7 - G3.1.1</p> <p><input type="checkbox"/> I CAN construct climate graphs from different locations to answer geographic questions and make predictions based on patterns.</p> <p>7 - G3.2.3</p> <p><input type="checkbox"/> I CAN explain why different ecosystems of a continent provide opportunities for human use.</p> <p><input type="checkbox"/> I CAN explain how technology can enhance human use of ecosystems.</p> <p>G4.1.2</p> <p><input type="checkbox"/> I CAN explain how the roles of women in traditional African societies in the past and roles of women in modern societies have changed.</p> <p>7 - G4.2.1</p> <p><input type="checkbox"/> I CAN explain how different modern technologies help people world-wide, and how there are advantages and disadvantages to each.</p> <p>7 - G4.3.2</p> <p><input type="checkbox"/> I CAN use historical and modern maps to describe where people have settled in the past and present times.</p> <p>7 - G6.1.1-2</p> <p><input type="checkbox"/> I CAN research current global topics and issues, write persuasive essays, and make a plan of action. **</p>		<p>7 - C4.3.1</p> <p><input type="checkbox"/> I CAN explain how governments work with national issues and form policies and laws.</p> <p><input type="checkbox"/> I CAN analyze how policies might be different from country to country.</p> <p>7 - C4.3.2</p> <p><input type="checkbox"/> I CAN explain how governments need to cooperate in order to address international issues.</p> <p>7 - C4.3.3</p> <p><input type="checkbox"/> I CAN explain why governments belong to different types of international and regional organizations.</p>		<p>7 - E2.3.1</p> <p><input type="checkbox"/> I CAN explain how governments make decisions that affect both the country and other countries using its resources.</p> <p>7 - E3.1.4</p> <p><input type="checkbox"/> I CAN explain how new ideas for communication affect where and how people work.</p> <p>7 - E3.3.1</p> <p><input type="checkbox"/> I CAN explain how economic systems answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of the product?</p>		<p>7 - P3.1.1a</p> <p><input type="checkbox"/> I CAN clearly state an issue as a question of public policy orally or in written form.</p> <p>7 - P3.1.1b</p> <p><input type="checkbox"/> I CAN use inquiry methods to acquire content knowledge and appropriate data about the issue.</p> <p>7 - P3.1.1c</p> <p><input type="checkbox"/> I CAN identify the causes and consequences and analyze the impact, both positive and negative of an issue.</p> <p>7 - P3.1.1d</p> <p><input type="checkbox"/> I CAN share and discuss findings of research and issue analysis in group discussions and debates.</p> <p>7 - P3.1.1e</p> <p><input type="checkbox"/> I CAN compose a persuasive essay justifying the position with a reasoned argument.</p> <p>7 - P3.1.1f</p> <p><input type="checkbox"/> I CAN develop an action plan to address or inform others about an issue at the local to global scales.</p> <p>7 - P4.2.1</p> <p><input type="checkbox"/> I CAN demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>7 - P4.2.2</p> <p><input type="checkbox"/> I CAN engage in activities intended to contribute to solving a national or international problem studied.</p> <p>7 - P4.2.3</p> <p><input type="checkbox"/> I CAN produce projects to help or inform others (e.g., service learning projects).</p>						

** Possible Paper: Persuasive Essay