

Family-Friendly Guides to the SC Social Studies Standards for 7th Grade: Geography of World Regions

The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina's standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina's children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student's Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

Summary of the course:

Students will study World Civilizations to uncover trends from prehistory to present day. Students will learn what defines civilizations and how geography played a factor in the exchanges, expansion, and formation among and between them. Students will inquire about the various social hierarchies of world civilizations and the changes and continuities of social systems. Students will learn about ancient and classical civilizations and explore their enduring cultural, intellectual, and technological influences. Students will learn about how increased global interactions led to transformations among and between world civilizations. Students will inquire into the development of world civilizations past and present and the connections between Africa, the Americas, Asia, and Europe. Students will continue to explore how these global interactions and exchanges led to cultural, intellectual, and technological advances that have continued to increase.

Family Friendly Guide for 7th Grade Social Studies
Geography of World Regions

Content Exploration

Standard	Summary
1: Africa	Students will explore Africa and how it is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.
2: Asia	Students will explore Asia and how it is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Asian landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.
3: Australia, Oceania, and Antarctica	Students will explore Australia and the southern Pacific (including Antarctica) and how it is a geographically diverse area with a variety of physical features and social structures. The physical and cultural regional conditions create unique landscapes, an understanding of which lays the foundation for learning about the area’s connection to the other peoples and places on Earth.
4: Europe	Students will explore Europe and how it is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique European landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.
5: North America	Students will explore North America and how it is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique North American landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.
6. South America	Students will explore South America and how it is a geographical structure. The physical and cultural regional conditions create unique South American landscapes, an understanding of which lays the foundation for learning about the continent’s connection to the other peoples and places on Earth.

Skills Focus

Skills are necessary across the social studies for the student’s understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

Skills	Grade 3: Contemporary World Geography	Grade 7: Geography of World Regions	Human Geography
Mapping	Identify, use, interpret, and construct large-scale maps.	Identify, use, interpret, and construct regional-scale maps.	Identify, use, interpret, and construct local through global scale maps.
Models and Representation	Identify, use, interpret, and construct basic geographic models and other visual representations.	Identify, use, interpret, and construct geographic models and other visual representations at the regional scale .	Identify, use, interpret, and construct geographic models and other visual representations from local to global scales .
Gather Evidence and Communicate Findings	Identify, use, and interpret different forms of evidence, including primary and secondary sources.	Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional scale .	Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales .
Conditions, Connections, and Regions	Identify and compare the development of conditions, connections, and regions.	Identify, compare, and evaluate the development of conditions, connections, and regions.	Identify, compare, and evaluate the development of complex conditions, connections, and regions.
Scale	Identify spatial hierarchies.	Identify and compare spatial hierarchies.	Identify, compare, and interpret spatial hierarchies.
Distribution and Patterns	Identify spatial distributions, patterns, and associations.	Identify and analyze spatial distributions, patterns, and associations.	Identify, analyze, and explain spatial distributions, patterns, and associations.

Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

Theme Name	Theme Description
Places and Regions	The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions. This theme most closely aligns with Indicator 1 within each Standard.
Environment and Resources	The ER theme encourages the study of Earth’s physical systems (climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. This theme most closely aligns with Indicator 2 within each Standard.
Human Systems	The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially. This theme most closely aligns with Indicators 3, 4, and 5 within each Standard.
Applied Geography	The AG theme encourages the study of how geographic literacy and geographic skills such as mapping are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future. This theme most closely aligns with Indicator 6 within each Standard.

Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

Possible Questions for Inquiry for your 7th Grade Student:

- What physical and human features define Africa and where are they located?
- What climate, vegetation, and resource regions define Africa?
- How are human populations distributed across Africa?
- What features comprise Africa's culture regions?
- How are African places organized politically?
- How can geographic thinking lead to deeper knowledge about African opportunities and challenges?
- What physical and human features define Asia and where are they located?
- What climate, vegetation, and resource regions define Asia?
- How are human populations distributed across Asia?
- What features comprise Asia's culture regions?
- How are Asian places organized politically?
- How can geographic thinking lead to deeper knowledge about Asian opportunities and challenges?
- What physical and human features define Australia, Oceania, or Antarctica and where are they located?
- What climate, vegetation, and resource regions define Australia, Oceania, or Antarctica?
- How are human populations distributed across Australia, Oceania, or Antarctica?
- What features comprise Australia, Oceania, or Antarctica's culture regions?
- How are Australian, Oceanian, or Antarctic places organized politically?
- How can geographic thinking lead to deeper knowledge about Australian, Oceanian, or Antarctic opportunities and challenges?
- What physical and human features define Europe and where are they located?
- What climate, vegetation, and resource regions define Europe?
- How are human populations distributed across Europe?
- What features comprise Europe's culture regions?
- How are European places organized politically?
- How can geographic thinking lead to deeper knowledge about European opportunities and challenges?
- What physical and human features define North America and where are they located?
- What climate, vegetation, and resource regions define North America?
- How are human populations distributed across North America?
- What features comprise North America's culture regions?
- How are North American places organized politically?
- How can geographic thinking lead to deeper knowledge about North American opportunities and challenges?
- What physical and human features define South America and where are they located?

- What climate, vegetation, and resource regions define South America?
- How are human populations distributed across South America?
- What features comprise South America’s culture regions?
- How are South American places organized politically?
- How can geographic thinking lead to deeper knowledge about South American opportunities and challenges?

Additional Resources:

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
 - The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>
- [South Carolina Social Studies Instructional Guides](#)
 - The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>
- [South Carolina ETV](#)
 - The site may also be found by visiting: <https://www.sctv.org/>
- [South Carolina Remote Learning](#)
 - These are websites that are identified by grade level and content range for your student.
 - The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

**A publication of SC Department of Education (www.ed.sc.gov)
SC Education Oversight Committee
(www.eoc.sc.gov)**